DOCUMENT RESUME

ED 309 288 CE 052 931

AUTHOR de Wit, Pamela
TITLE Innovative Projects in Extra-Mural Education. Report on DES-Funded Projects 1985-89.
INSTITUTION Universities Council for Adult and Continuing Education, Leicester (England).
PUB DATE May 88
NOTE 226p.
PUB TYPE Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC10 Plus Postage.
DESCRIPTORS Access to Education; Adult Development; *Adult Education; Audiovisual Communications; *Continuing Education; Disabilities; *Educational Finance; Ethnic Groups; Females; Foreign Countries; *Grants; Information Technology; Rural Areas; Scientific Literacy; Urban Areas
IDENTIFIERS *England

ABSTRACT

This document contains descriptions of 38 projects that were undertaken between 1985 and 1989 by English university continuing education departments. The projects were considered innovative and were funded under new arrangements that required competitive bids or encouraged high student enrollment and low unit costs. The project descriptions appear in two sections, one called University Outreach to New Students and the other called Science and Technology: New Subjects and New Methods. Within each section, the project descriptions are grouped into 10 topics. The first section's topics are: access, adult self-development, ethnic groups, disabled adults, women, urban areas, and rural areas; the second section's topics are: scientific literacy, information technology, and audiovisual technologies. A third section of the document describes in detail the plan under which these projects were funded and includes material on administration, recommendations, evaluation of the projects, and future prospects. Appendices contain a copy of the questionnaire on which data were gathered for this report and a list of project proposals that failed to win funding. (CML)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED309288

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Universities Council for
Adult and Continuing Education

Innovative Projects in Extra-Mural Education

Report on DES-funded projects 1985-89

Pamela de Wit, M.Ed, D.Phil

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

W Forster

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Cover Illustrations

top left:
Computer course for physically disabled adults
(Nottingham - see p.153)

top right:
Indian dance class in Woking
(Surrey - see p.44)

botton left:
Catching rooks: ecological measurement for computer analysis
(Kent - see p.134)

bottom right:
Computer applications for trade union negotiators
(Hull - see p.139)

Universities Council for

Adult and Continuing Education

INNOVATIVE PROJECTS IN EXTRA-MURAL EDUCATION

Report on DES-funded projects 1985-89

PAMELA DE WIT, M.Ed, D.Phil

MAY 1988

Further copies of this Report
are available from
Deborah Beetham
Department of Adult Education
University of Leicester
University Road, Leicester LE1 7RH

PREFACE

Any history of university extra-mural work in Britain will be an account of innovation, in reaction to both nationally and locally defined needs. But we always have to wrestle with the paradox that sustained innovation can apparently become slothful habit, and with the resource problem that exciting, but often risky innovation undertaken within a limited budget can only sustain itself by elbowing out traditional but worthwhile activity.

This paper gives an account of recent DES initiatives to establish a mechanism to make innovation in university extra-mural work more attractive. Departments were invited to bid for identified funds in order to undertake innovative projects which would attract short-term funding. Inevitably, problems and frustration arose - good projects ran out of funds, criteria were often vague, established ventures (because they were established), although penurious, failed to attract much needed help. Nonetheless, much good has come of the scheme and lessons have been learnt.

In the belief that both the hazards and the delights of the venture should be recorded, the DES has funded, and UCACE has supported, this project, produced under the aegis of the Leicester University Department of Adult Education. It becomes a record of the initiative of many departments, and their imagination; one hopes that it will disseminate both ideas and action and thus provide some guide to the future.

W. Forster
Hon. Secretary, UCACE

ACKNOWLEDGEMENTS

The work for this Report was undertaken on behalf of UCACE under the direction of its Hon. Secretary, Professor W. Forster, with project funding from DES.

Thanks are due to many people for their kind help in completing the work. I am very grateful to all Project leaders and the many EMD Directors and staff who responded to my enquiries and made me welcome on my visits; and to HMI Judith Bell, Dr. John Galloway, Annabel Mellish and Peter Healey for helping me with enquiries about research funding by various bodies - the DES, the Medical Research Council, the Cancer Research Campaign and the Science Policy Support Group. I should also like to thank Deborah Beetham and John Cunningham of the University of Leicester Department of Adult Education for their help in the administration and publication of this piece of work, and Angela Chorley in the Graphics Studio of the University's Audio-Visual Services for the cover design. I acknowledge with thanks the photographs and illustrations which were kindly offered by Project leaders. I have been fortunate to work with Lynne Price who took such care with the layout and typing of the Report. I also wish to thank my husband John for his unfailing support and encouragement.

Pamela de Wit
May 1988

CONTENTS

Preface		iii
Acknowledgements		iv
Abbreviations		vi
INTRODUCTION:	The Innovative Projects funding scheme	1
	The arrangement of this Report	4
SECTION I:	**UNIVERSITY OUTREACH TO NEW STUDENTS**	
1	Access (4 Projects)	8
2	Adult Self-Development (1 Project)	28
3	Ethnic Groups (3 Projects)	33
4	Disabled Adults (3 Projects)	49
5	Women (2 Projects)	65
6	Urban Areas (4 Projects)	76
7	Rural Areas (3 Projects)	93
SECTION II:	**SCIENCE & TECHNOLOGY - NEW SUBJECTS AND NEW METHODS**	
1	Scientific Literacy (5 Projects)	108
2	Information Technology (8 Projects)	128
3	Audio-Visual Technologies (5 Projects)	163
CONCLUSION:	The Innovative Projects funding scheme - A Case Study	185
Appendixes:	1 Questionnaire used for this Report	203
	2 Project proposals not accepted for funding by DES	209
Indexes:	Index of Project leaders and report writers	211
	Index of Projects arranged by names of universities	213
	Index of Projects arranged in the order used for this Report	216

ABBREVIATIONS

ACACE	Advisory Council for Adult and Continuing Education
AE	Adult Education
ALBSU	Adult Literacy and Basic Skills Unit
CERN	(European Laboratory for Particle Physics)
DES	Department of Education and Science
EMD	Extramural Department (used throughout this Report in referring to any university department of extramural/adult/continuing education in receipt of DES grant to support its work as a body responsible for liberal adult education for the general public)
ESF	European Social Fund
ESL	English as a Second Language
FE	Further Education
FEU	Further Education Unit
HE	Higher Education
HMI	Her Majesty's Inspector(s)
IBA	Independent Broadcasting Authority
IT	Information Technology
LEA	Local Education Authority
MSC	Manpower Services Commission
NACRO	National Association for the Care and Rehabilitation of Offenders
NIACE	National Institute of Adult Continuing Education
NUM	National Union of Mineworkers
OU	Open University
PICKUP	Professional, Industrial and Commercial Updating Programme
RB	Responsible Body (cf. EMD)
SERC	Science and Engineering Research Council
TUC	Trades Union Congress
UCACE	Universities Council for Adult and Continuing Education
UDACE	Unit for the Development of Adult Continuing Education
UGC	University Grants Committee
UWC	Unemployed Workers' Centre
WEA	Workers' Educational Association
YWCA	Young Women's Christian Association

-ooo-

INTRODUCTION

This Report contains accounts of 38 Innovative Projects undertaken between 1985 and 1989 by English university extramural departments. It also gives an account of the scheme by which the projects were funded by the DES.

This Report has three purposes. First, it is addressed to adult educators, in extramural work and in other contexts, to give them news of some of the latest developments in adult education in English universities.

Secondly, it offers a case-study of a particular short-term funding scheme in extramural education, which it is hoped will be of interest both to government, and to adult education organizers and administrators.

I hope this Report will also encourage debate, particularly within UCACE, about the place of extramural work within the overall framework of higher and adult and continuing education.

The Innovative Projects funding scheme

The scheme began in 1985. It was part of a major shift in the way the DES administered the grant for English university liberal adult education for the general public. EMDs had been accustomed to receiving annual grants for this 'Responsible Body' work, calculated in relation to prior estimates of

teaching costs for each year's extramural programme. In recent years the total annual grant to all EMDs had been about £5½m. From 1985 the grant was calculated on a new basis. A fixed annual sum (itself subject to phased reduction over 3 years) was to be divided among the 23 EMDs in England according to a new formula. This formula was a complex 'payment-by-results' system in which grant would depend chiefly upon student attendance in the academic year two years previous to the grant year, and it was to be phased in over 4 years. The new formula was designed to encourage high output and low unit costs.

It was also intended to encourage experimental and development work, but, since such work is costly and may involve some risk, a small development fund (up to 5%) was set aside out of the overall budget, to be used for Innovative Projects. EMDs were invited to make competitive bids for a share of this sum. It was required that Projects would not normally cost more than £15,000 each, and it was stated that in no case would Projects costing more than £25,000 be considered. The following guidelines were issued for those who wished to apply:

1. A project submitted for funding should normally meet one or more of the following criteria:

   (a) it should be aimed at attracting new or substantially under represented client groups to liberal adult education appropriate to universities;

   (b) it should explore ways of making priority areas of the curriculum (especially the physical sciences and technologies) more popular to adults;

(c) it should explore ways in which universities could help to educate and inform the public on how to understand important new developments, their potential benefits and their possible dangers; especially in the fields of science and technology;

(d) it should explore ways in which adults might become more economically literate and, at the same time, comprehend the acceleration in technological innovation and changing life-styles;

(e) it should explore ways in which adult education might assist the integration of groups experiencing particular difficulties in their social life;

(f) it should explore the new ways or combinations of ways by which universities can deliver adult education using new technologies, exploiting distance learning materials, video technology and in collaboration with other media, especially broadcasting.

2. The above list is not meant to be exhaustive, but simply to indicate examples of the projects and areas that might be given priority consideration.

3. Directors of EMDs are invited to consult HMI before submitting proposals. HMI will be briefed on the criteria that will be used to determine the allocation of funds. HMI will assist in the evaluation of the project following a successful bid for funds.

4. The DES expects that EMDs will undertake to implement subsequently - or to continue implementation - successful developments resulting from a project after the period of specific funding has ended.

5. To avoid duplication of effort, on the one hand, and to maximise dissemination, the DES will publish a list of innovative projects that have received funding, and expect individual EMDs to share findings with others.

This competitive system of short-term funding was a complete novelty in extramural work. It was also very short-lived. There were two rounds of applications in accordance

with this scheme. Then in 1987, as part of a general modification of the new funding formula, the Innovative Projects scheme was discontinued. It was recognised that there had been difficulties in administering the scheme, and in enabling new developments to continue in the longer term. Since 1987, a new system has been tried: 5% of each EMD's grant is withheld until the end of an academic year, and is only paid if it can be shown that such a sum has actually been spent on development work. The criteria used for identifying such work consist of a reworking of the original Project guidelines, with the addition of staff development as a new area for consideration.

Short-lived as it was, however, the Innovative Projects scheme supported 38 Projects in a variety of new situations or new subjects. Both UCACE and DES consider that the long-term value of the scheme depends on the wide dissemination and discussion of the work that was done. This UCACE Report is a contribution to that process. It has been supported by DES funding covering the part-time research work and expenses, and the costs of typing and publication. It was produced in the 9 months from September 1987 to May 1988.

The arrangement of this Report

The information included in this Report is based on:

1. information supplied by all English EMD Directors about their own departments' Innovative Projects, including in most cases copies of the original proposals to DES;

2. a detailed questionnaire (see Appendix 1) sent to each Project leader;

3. a follow-up visit to each EMD to talk to the Project leader and in many cases to the EMD Director and other staff involved;

4. reports and other papers supplied by Project leaders;

5. a final check, at proof stage, with each Project leader on the factual accuracy of the account of each Project;

6. discussions with other agencies involved in short-term research funding; and with one of the HMI who had been involved in the DES scheme.

The accounts of the 38 Projects follow this Introduction. Each account uses a standard format, giving information on the Background, Objectives and Funding of each Project, on its Methods and Outcomes, and on the Project leader's own Assessment of the work, particularly in terms of its innovative qualities, achievements and transferability. Final comments on the Future Prospects of each Project indicate what is still to happen (in those cases where a Project is still going on) and what the chances seem to be for continuing this particular work beyond the short-term funding period.

The Project accounts are arranged in two sections:

I University outreach to new students

II Science & Technology - new subjects and new methods.

Within each section the Projects are further classified into 10 groups. The aim has been to group together Projects that lie in the same areas of work, and a short introduction to each group attempts to provide some sense of context. Inevitably,

there are cases where a Project overlaps several different categories; in these cases I have placed the Project in what seems to me its foremost area of concern, and I have provided cross-references in the introductory sketches.

The concluding chapter (p.185) offers a case-study of the Innovative Projects scheme as a whole. This study is based on answers to the questionnaire, and on comments made during the follow-up visits.

A list of the Project proposals that were not accepted for funding by DES is given in Appendix 2. Indexes give Project leaders' names, Universities' names, and a complete list of the 38 funded Projects.

-ooo-

SECTION I

UNIVERSITY OUTREACH TO NEW STUDENTS

I.1 ACCESS

For more than a century, EMDs have made university teaching available to a wide range of adult students, but most of this work has been entirely separate from the mainstream degree provision of internal departments recruiting school-leavers. These internal departments are now becoming more concerned to attract mature students, including those without traditional entry qualifications. There is also strong government support for the contribution mature degree students can make to a highly qualified workforce. In this changing context, EMDs are beginning to recognise that their traditional position at the meeting point of university standards and public availability means that they are particularly well placed to contribute to the debate about mature students' access to university degree courses.

The 4 Innovative Projects described here demonstrate a number of different approaches to this new situation. The Projects included the mapping of existing access provision, most of it in the public sector, and attempts to establish an extramural position within that existing framework. There was also an experiment in distance learning, and an attempt to address the difficult question of access to science and technology degree courses.

Cross References

The science access Project included here was specifically concerned with access to degree courses at a particular institution. In a more general way, many of the Projects in scientific literacy and technology described in Section II of this Report may be regarded as 'access' work (see pages 108ff). One of the Projects in rural areas (p.103) included a Return to Study course). One of the technology Projects (p.148) led to the development of a course suitable for intending OU students of technology.

Select Bibliography

DES (1987) Higher Education - Meeting the Challenge (London: HMSO).

PARRY, G. (1986) 'From patronage to partnership', Journal of Access Studies, 1(1), pp. 43-53.

-ooo-

MANCHESTER

Manchester University
Department of Extra-Mural Studies
Manchester M13 9PL

SURVEY OF ACCESS COURSES IN THE NORTH WEST

Project Leader: ELIZABETH SZARVAS

The Project received £3,000 from DES for 6 months from October 1986 - May 1987

Publications
A report was submitted to DES: ELIZABETH SZARVAS and BILL JONES (December 1987) Access Courses: Patterns of LEA and Extra-Mural Provision, 50 pp.

Copies have been sent to all EMDs and are also available from the address given above.

Background

At a conference in summer 1986, the DES Under Secretary responsible for adult education expressed a wish to know how much access work was being done by EMDs. The Manchester EMD responded with a suggestion for a national seminar, and the Under Secretary further suggested that a more appropriate starting point might be a study of all the access provision available in the North West. These various suggestions all contributed to the plans for this Project.

A part-time research worker was appointed to work on the Project for one day a week over 6 months.

Objectives

This was a small-scale Project to gather information and ideas on the extent and nature of all access provision in Lancashire, Merseyside, Greater Manchester and Derbyshire. The work was also extended to address the original area of interest, and to include the extent and nature of extramural access provision throughout Britain. 'Access courses' were defined as those which include among their explicit aims the progress of adult students to institutions of higher education.

Funding

The DES funding covered the salary and expenses of the part-time research worker.

Methods

All colleges and other providers of adult education in the North West were asked for written details of their programmes of study and their access courses. The initial request was followed up where possible by telephone conversations and meetings with access course tutors. Contact was also made with the Manchester Open College Federation and the Open College of the North West.

All EMDs in Britain were asked for written details of their access provision. A national seminar - the first of its kind - on extramural access provision was held in April 1987, and was attended by 16 delegates from EMDs and HMI.

Outcomes

The information and ideas collected during the Project were presented in a report. This contains a general introduction on the growth of access courses, and specific information on access courses in the North West and on extramural access provision nationwide. Information is given both in summary tables and in detailed sections about courses offered by particular institutions. Some analysis is also offered of the overall nature of the provision, and the major issues involved.

In the section on access courses in the North West, problems of publicity, student guidance and admissions policy are highlighted. Course content and methods, and the characteristics of students, are discussed. Access to science is seen as a particular problem. Recommendations are gathered, and it is especially urged (p.18) that increased funding will be needed 'if access courses are to expand and truly help realise the untapped potential which resides within the adult community'.

The section on extramural provision shows that EMDs have been involved in access courses of various kinds for more than

ten years, and that at last 13 EMDs are currently offering some kind of access course (not counting short courses on study skills). Details are given of surveys at Manchester and Sheffield of the characteristics of students on access courses there; and of major points of interest raised at the conference held in 1987. It is suggested in conclusion (p.43) that EMDs, through their experience of the university's environment and staff, and their contact with large numbers of potential students, are well placed to offer distinctive contributions to access provision.

Assessment

The Project report recognises that this study was modest in its extent and depth, and that its findings may not be comprehensive. Nevertheless, the Project gathered information which had not previously been available.

Future Prospects

It is hoped that the Project report will be of use both nationally and locally. The work done for the Project helped to stimulate UCACE to set up a Working Party on Access in April 1987, and some of the Project's findings fed into the Working Party's discussions. The Working Party has continued to meet, and presented an interim report to the UCACE Annual Conference in March 1988.

CITY

Centre for Continuing Education
City University
Northampton Square, London EC1V 0HB

ACCESS TO UNIVERSITY COURSES FOR MATURE AND NON-TRADITIONAL STUDENTS

Project Leader: GARETH PARRY

The Project received £24,980 from DES for 9 months from February-October 1986

Publications
GARETH PARRY (March 1987) Access to University Courses for Mature and Non-Traditional Students: A Report, 56 pp.

Copies are available from Sylvia Tyler at the address given above.

Background

City University has developed as a technology-based university, and many of its courses are in mathematics- and science-based subjects, where there are few mature and non-traditional students. By contrast, the surrounding area of inner London contains many polytechnics, colleges and institutes which collaborate to attract and provide for local mature students at many levels of post-school education. City University's extramural programme of short courses of liberal

---

adult education has been provided in the University's own premises: neither the location nor the subjects offered have been particularly attractive to educationally disadvantaged local students. However, the EMD has organised return-to-study courses, and in collaboration with Islington Adult Education Institute has offered an 'Introduction to Science' course for women. The University itself is a member of the Open College of City and East London (SCOPE).

The Project leader was appointed on part-time (0.8) secondment from work for ILEA with the Open College of South London.

Objectives

It was originally expected that this would be an outreach Project, developing courses for mature and non-traditional students in collaboration with other local providers.

However, given the context outlined above, it was found necessary first to gain the confidence of those involved, inside the University as well as outside. A large part of the Project was therefore devoted not to running courses, but to increasing the University's visibility in the community, strengthening its involvement with other providers, and contributing to the development of a University policy on access.

Funding

The DES funding covered the Project leader's salary, part-time tutor hours, and travel, publicity and computer costs.

Methods

A small number of short courses were mounted, but the main effort was in mapping the existing provision in inner London, in outreach activities in the local community, and in advice and advocacy work within the University.

Outcomes

Three pilot courses on community-related topics ('Crime and policing', 'Parents and schooling', 'Choosing to study') were arranged, with intensive local advertising, and were offered at a nominal fee of £1 for 6 weekly afternoon sessions. Recruitment was disappointing, but it was felt that important lessons were learned.

Information was gathered (see Project report, Appendices 1 and 2) on ILEA access courses and their receiving institutions, and on the four Open College networks in inner London. EMD publicity was improved and formal contacts were established with other agencies. City's EMD courses were included in the Open College directories and in the wider distribution networks of educational advice centres and community-based organisations. A poetry competition sponsored in conjunction with a weekly newspaper with a large black

readership introduced new students to extramural courses. The local branch of a major trade union invited the EMD to collaborate in a bespoke programme of educational guidance for workers facing redundancy in a local industry.

Within the University, the EMD set up an information and guidance service for adult applicants, and held joint interview sessions and an open day for mature applicants with the Department of Social Science and Humanities. Admissions tutors were briefed on new qualifications and new access routes. The University prospectus section on mature entry was revised. Background papers were written to inform University discussions on access. The Project report itself was addressed to the University, and in particular to a Senate Working Party on Continuing Education. It argued that

> The admission of suitably prepared mature and non-traditional students is a force for quality and change in undergraduate education. To delay their entry is to misjudge the future.
> (Conclusion and Recommendations).

Assessment

The Project was innovative within City University in creating links both with mainstream Departments of the University, and with local networks in the public and voluntary sectors. It is believed that this work was justified in terms of utility, equity and the quality of mature students, and that the EMD is particularly well-placed to undertake such work. The Project report, while concerned with the particular circumstances of

City University, addresses access issues which also affect other providers, including other EMDs. The success of the Project at City will eventually be judged by the ways in which the Project report's recommendations affect institutional policy and practice (see next paragraph).

Future Prospects

The research worker appointed for this short-term Project has since been appointed to a full-time, fixed-term Lectureship in the City EMD, and has a newly-created role as University Access Co-ordinator. This new appointment has enabled the momentum generated by the Project to be sustained. City University has moved towards a formal policy on access, and the EMD is now seen as the University's focus for access and community relationships. Steps have been taken towards post-school collaboration, as in discussions about a drop-in numeracy scheme for adults, in conjunction with the North London Open College Network (ALFA) and the Polytechnic of North London. It is also hoped to obtain UGC funding for an initiative to improve the supply of science and maths teachers by setting up in collaboration with City and East London College an access course in Maths, Science and Engineering.

-oOo-

MANCHESTER

Manchester University
Department of Extra-Mural Studies
Manchester M13 9PL

RETURN TO STUDY COURSE FOR ADULTS VIA DISTANCE LEARNING

Project Leader: DR BILL JONES

The Project received: £15,100 from DES for 24 months from May 1986 - April 1988

Publications
It is hoped to publish an article on the Project in the educational press.

The Project itself entailed writing a distance learning package in 20 units + 2 audio tapes. The package is currently on offer to any provider: enquiries should be made to the Project leader at the address given above.

Background

The Manchester EMD, jointly with the North West branch of the WEA, had developed over a number of years New Horizons return to study courses, each divided into 25 one-day sessions over one year. Most of the 300 students enrolled had completed these courses, and about a quarter of these students had gone on to higher education.

The Project leader was the full time EMD staff member who

---

had run the New Horizons courses. He was also interested in patterns of distance learning developed in Swedish universities, where many full-time courses are repeated as distance learning packages. He worked on this Project with four teaching colleagues with EMD, WEA and OU experience.

Objectives

The aim of the Project was to convert the New Horizons course to a distance learning format, in order to give a different group of people a chance to study the course, and in order to encourage the growth of distance learning methods in the EMD and the University.

Funding

The DES funding covered the cost of preparing and running pilot courses, and of publishing the course materials.

Methods

The New Horizons teaching materials were rewritten as a self-contained distance learning course, and after intensive publicity two pilot courses were run, involving more than 50 students. Private study of the course materials was followed by weekly assignments sent to a tutor for marking. There was also some telephone contact, and six seminars at monthly intervals. There was an optional examination at the end of the course. Most students followed the course over a set

seven-month period. A few chose a more flexible 'roll-on, roll-off' method. A questionnaire was used to collect information about the students and their educational background. Arrangements were made with Wigan College of Technology to publish the course materials.

Outcomes

The distance learning format (like the New Horizons courses) attracted many people who had no other contact with the EMD. Unlike New Horizons, however, the distance learning students included a high proportion of men, and of people in paid employment or occupied at home with young children. Previous educational attainment was generally lower. There were also people who lived too far away to attend a course on the campus, or who simply preferred to study independently. Some people had their course work graded and chose to take the examination: those who were successful received a Preparatory Certificate in Higher Education.

The teaching materials were developed as 20 units, separated into 2 modules:

> RTS I: A Firm Foundation - Units One to Ten: 50-80 hours study (Introductory work on organisation, concentration, group work, reading, thinking, note-taking and essay requirements).
>
> RTS II: Completing the Structure - Units Eleven to Twenty: 80-120 hours study (More advanced work on understanding the question, planning and writing essays, oral work, exams and opportunities for further study).

Each course unit was published as a separate, large-format booklet, generally of 10-20 pages. Units are 'user-friendly' and practical, and include exercises for active learning, and suggestions for written work. The two audio tapes offer introductory commentary on each unit, and some sense of 'live' contact with the course tutors.

The teaching materials were prepared for marketing to other providers, and are accompanied by notes for tutors, containing suggestions for recruiting students and running distance learning courses.

Assessment

This distance learning Return to Study course is believed to be the first of its kind run by an EMD. In its teaching method it is a notable break with extramural traditions of face-to-face teaching. It has enabled adults to study who might otherwise be excluded, and has increased tutors' awareness of teaching techniques and different methods of delivery. The materials can be used also in classroom settings, and have been used for a teaching workshop for staff in Manchester University internal departments. Many other EMDs, polytechnics and colleges have shown interest in the materials, and six have ordered multiple copies for use with their students. There has been positive feedback from students and institutions. It is felt that the method of conversion to a distance learning format which was

demonstrated here could also be applied to many other courses.

Future prospects

The distance learning Return to Study course continues to operate from Manchester EMD, alongside the New Horizons face-to-face course.

The distance learning course materials now generate income, and are to be revised for a second edition, to be marketed both as 20 units, and as two modules in separate volumes.

-oOo-

HULL

School of Adult & Continuing Education
University of Hull
49 Salmon Grove, Hull HU6 7SZ

TOWARDS AN UNDERSTANDING OF TECHNOLOGY

Project Leader: P. S. MILNE, Assistant Director, Adult and Continuing Education

The Project received £20,300 from DES for 12 months from January-December 1987

Publications
JANET WATLING (December 1987) Report on Innovative Project 'Towards an Understanding of Technology', 3pp + appendices.

Background

The Hull EMD was concerned to develop science access courses.

The full time development officer appointed for this Project had worked on an earlier Innovative Project at Hull (see below, p.66), which had raised the issue of local opportunities for women in higher education.

Objectives

The original objective was to improve access to science and technology courses at Hull University by examining alternative

---

modes of entry, and by producing two modular access courses in distance learning format in Technology and Applied Physics. However, it became clear that work was needed first to discover what scope there was for extramural work within the complex framework of local provision.

Funding

The DES funding covered the salary and expenses of the development worker, and clerical support.

Methods

Extensive liaison work was carried out with the local FE and HE colleges, including three existing working parties concerned with science and technology provision. Investigations were also conducted with the University's Departments of Chemistry, Biology, Engineering and Computing Science, to discover their admissions criteria. Discussions were held with the University's Science Education Centre; and the use of laboratories in local secondary schools was considered. Links were established with the Humberside Consortium, and with two local organisations involved with ITEC training and small business development. The development officer was a member of a steering committee set up in local colleges to mount an exhibition of local opportunities for education in science and technology. She was also in touch with a large local industry which was mounting a

publicity drive to raise awareness of employment possibilities for women in science and engineering.

Outcomes

The liaison work showed that local colleges were already planning a familiarisation course, and an access course to higher education in science and technology. It also became clear that University science and technology departments (already affected by cuts) might have difficulty in providing staff, laboratory space and equipment for extramural access development. Discussions with all providers showed the importance in science access work of flexible teaching methods, skilled help with study skills and student counselling, and sound instruction in numeracy.

The Project report gives an account of these requirements, and of critical factors in the local context. Suggestions are made, and course outlines are offered where appropriate for general extramural science provision to help raise local awareness; for an access course in Computer-aided Design Technology and Computer Technology, which might also be adapted for training in commerce and industry; for negotiations with local sixth form colleges about the use of laboratories and equipment; for extramural provision in Biological Science for paramedical workers in the caring services; for particular attention to ways of attracting women students to science courses; for more work to assess local

need in science education; for involvement of University academic staff in planning and teaching access courses; and for the appointment of a University admissions tutor for mature students.

Assessment

The Project was innovative within Hull University in its close liaison both with admissions staff in the Science Faculty, and with local colleges. It is believed that through these contacts, and the experience of teaching students of varied educational backgrounds, the EMD is particularly well placed to develop access programmes in the University. In the longer term, the Project's success will be judged by the development of flexible entry, access courses, and increased collaboration with other providers.

Future Prospects

Discussions are going forward with local sixth-form colleges about the use of laboratories.

However, it is recognised that further extension of innovative work is difficult once specific funding comes to an end.

-oOo-

I.2 ADULT SELF-DEVELOPMENT

It has often been recognised that adult education at its best increases adult students' confidence and empowers them to take more control of their own lives. In recent years, adult retraining schemes and adult educational guidance have also sought to release this potential power. The Innovative Project included in this section grew out of the retraining and guidance context, but sought to introduce a number of more unusual features.

Select Bibliography

TOUGH, A. (1976) 'Self-planned learning and major personal change' reprinted in M. Tight (ed.)(1983) Education for Adults, Vol. I (London: Croom Helm and Open University), pp. 141-152.

UDACE (1986) The Challenge of Change - Developing Educational Guidance for Adults (Leicester: NIACE).

MANCHESTER

Manchester University
Department of Extra-Mural Studies
Manchester M13 9PL

MID-LIFE PLANNING FOR HOLISTIC SELF-DEVELOPMENT

Project Leaders: JOHN W. SHAW MA, ABPsS
NICOLAS DICK BA, MEd

The Project received £20,000 from DES for 24 months from January 1987 - December 1988

Publications
Articles have appeared in the local Press, and a book is planned.

Background

The Manchester EMD's Senior Staff Tutor in Psychology already had experience of screening, teaching and counselling adults faced with redundancy in their jobs. He acted as Project leader, working together with a part-time research assistant with a research background in adult learning and motivation and an interest in diet and fitness.

Objectives

The Project was concerned with adults facing problems of

mental and social adjustment at crisis points such as changes in work or family circumstances, or bereavement or illness. The aim was to develop a method for more objective and holistic self-assessment, in order to help people to make realistic choices and changes in their lives. It was expected that such choices and changes would include a greater awareness of educational potential and opportunity.

Funding

The DES funding covered teaching materials, tutors' fees and expenses, computer analysis of data and some secretarial costs. It also included a sum of £30 paid to each course participant towards their expenses in taking part in the research.

Methods

This was an action research Project to develop an effective programme of adult self-assessment. Four pilot programmes were run and evaluated.

The programmes were advertised to specific groups (commercial firms, unemployed people, former extramural students of Psychology), and more generally both locally and nationally. Out of 200 applicants, 50 were chosen, as representing adults at various crisis points in their lives, and reflecting in their age, sex and background the likely range of potential students for future courses of this kind.

Outcomes

Each of the four pilot programmes was an intensive five-day course for about 12 students meeting from 9.30-4.00 on Monday to Friday of one week. The Project leaders, with support from a GP, a clinical psychologist and a dietician, collected basic data on each participant, took physical measures and prepared a health profile for each person, and offered lectures and discussions on physical , emotional, intellectual, spiritual and social aspects of life. Each participant was given an in-depth counselling-type interview, and also completed a battery of psychological tests. The test scores were collated by the Project leaders. The health profiles were sent for professional computer analysis. The results of the week's study were collected into an individual dossier for each student, and this formed the basis, several months later, for feedback to individuals, for counselling, and referral where necessary to other agencies.

Assessment

The Project was regarded as innovative in its holistic, rather than single-discipline approach. It is expected that it will have a long-term influence on individual students. A number of them have already acknowledged the way the course helped them to face particular crises and to take responsibility for change in their lives. The Project may also pave the way for future development of adult education courses and educational

guidance.

The Project is due to finish in December 1988, and the formal evaluation stage is still in progress. Assessment of the programme is to be based on the detailed results of the four pilot courses, and on students' replies to a very detailed evaluative questionnaire. Computer-assisted analysis of the data is planned, to determine whether greater self-knowledge enables more effective personal choices to be made in order to overcome crises and transitions; and to discover which particular measures or information have the greatest potential to enable people to plan effectively and change consistently.

Future Prospects

There are plans to run a modified version of the programme as an extramural evening course. It is also intended to explore the possibility of offering this type of provision on an income-generating basis.

-oOo-

I.3 ETHNIC GROUPS

The currency of the term 'disadvantage' in relation to adult education received official confirmation in the Russell Report in 1973. Since then it has become commonplace to include 'ethnic minorities' in lists of disadvantaged groups. The implications of these ways of thinking are still being worked out. The 3 Projects described here may be seen as contributions, in three very different contexts, to a developing understanding.

Cross References

A number of Projects described elsewhere in this Report (pp. 14, 85, 148, 169, 181) included some work with ethnic groups.

Select Bibliography

GORDON, P. (1986) Anti-racist materials for adult and community education (London: Runnymede Trust).

BIRMINGHAM

Department of Extramural Studies
University of Birmingham
P.O. Box 363, Birmingham B15 2TT

THE DEVELOPMENT OF LANGUAGE COMPETENCE IN ENGLISH AND COMMUNICATION SKILLS IN ETHNIC GROUPS

Project Leaders: BRIAN MURDOCH, Department of Extramural Studies
MARTIN HEWINGS, English for Overseas Students Unit, Department of English

The Project received £24,000 from DES for 24 months from January 1987 - December 1988

Publications
Various papers in applied linguistics are planned. The intention is to furnish a full report, and publish details as appropriate, at the end of the Project. It is also intended that a 'Practical Applications Pack' consisting of teachers' notes and classroom materials will be collated from the experience of the Project. If resources can be obtained it is hoped to make this widely available. In the meantime the Project leaders would be happy to be contacted by anyone interested in discussing their experience so far.

Background

In the Birmingham EMD's region there are many people of various ethnic backgrounds, including, since 1979, the largest provincial population in Britain of refugees from Vietnam. These refugees, at present numbering about 2,500, are themselves very diverse, coming from both North and South

---

Vietnam, and including both ethnic Vietnamese and ethnic Chinese. It is reckoned that about half of those among them who need help in learning English have literacy problems in their own language.

One of the Project leaders was the EMD full-time Lecturer in Social Anthropology. He was already engaged in outreach work among various ethnic groups. An appointment was also made of a half-time research assistant, seconded from the Unit which teaches English to overseas students at Birmingham University, and which engages in Applied Linguistics research in the field of language learning.

Objectives

This was an action research Project in English as a Second Language. The aim was to discover the specific needs of particular linguistic and social groups, and to provide and monitor tailor-made teaching programmes and materials.

The original plans were to work with three target groups: Vietnamese refugees, Asian men long resident in the UK, and Asian women unable to go out to regular ESL classes. A decision was made at an early stage to focus on the Vietnamese. They had particular social and linguistic problems in the multi-lingual ESL classes normally provided by the Local Authority: they often lacked the educational experience to enable them to benefit, and their own monosyllabic tone language seemed to put them at a special

disadvantage in learning English. Nor was there any other specific provision available for them.

It is hoped that this Project will also help to identify other educational needs among ethnic groups in the Birmingham extramural region.

Funding

The DES funding covered the salary of the half-time Project leader, occasional part-time teaching costs, and the making of special teaching materials. The courses provided were free to the students.

Methods

The Project was managed by a steering committee. A study was made of the differences between the English and Vietnamese languages, with special reference to pronunciation and grammar. Recruitment of students was a time-consuming process, involving complex and sensitive contacts with the Vietnamese community in Birmingham. Classes were set up for Vietnamese only, and contacts were made with the Local Authority providers of multi-lingual classes where there were Vietnamese students attending. A formal method was devised for monitoring all these classes, using questionnaires, guided interviews and diaries to analyse students' needs and the effectiveness of the teaching programmes.

Outcomes

An English language class for Vietnamese students was set up on University premises during the first summer, taught by the linguist Project leader and a Vietnamese bilingual tutor. A further class was held during the autumn and has continued. This class and three existing Local Authority classes were monitored and analysed.

A major problem in ESL work was found to be a serious shortage of teaching materials suitable for multi-lingual, mixed-ability groups of adults working with relatively untrained tutors. Experience gained from this Project in using and devising teaching materials led to a day conference (funded by Replan) on 'The use and abuse of materials'. This was attended by about 30 ESL teachers in adult and further education in the West Midlands.

There has also been a major problem in recruiting Vietnamese students with little or no previous education. It was, however, clear that they found difficulties and embarrassment in having to communicate with schools and doctors through their own young children. Pictorial materials have been produced to help Vietnamese parents to communicate with English-speaking doctors, and a day school has been arranged for GPs and hospital paediatricians on 'Primary care for the non-English-speaking patient'.

Assessment

It is believed that this Project has no parallel elsewhere.

The University's outreach work has been appreciated by local Vietnamese community organisations, and the Local Authority ESL service has approved this specialised research dedicated to finding practical solutions to educational problems. Although EMDs have no direct responsibility for ESL work in this country, this Project should be of interest generally to Local Authorities who are not staffed or funded to undertake such research themselves. The insights and the teaching materials developed from this Project should be useful to teachers of Vietnamese and other tone language speakers, and also more generally to anyone engaged in ESL work with moderately educated or uneducated adults.

The EMD itself would also judge the success of this Project in terms of insights gained into the liberal studies needs of ethnic groups in the region.

Future Prospects

This Project is due to end in December 1988. The emphasis in the final stages is likely to be on the need for good-quality, publishable teaching materials, and on ways of training ESL teachers.

Work with ethnic groups is essentially long-term. If the intensive outreach work done in the early stages is to prove worthwhile, and if the client group's new expectations are to be met, adequate follow-up to a short-term Project is essential. It is felt that there is no prospect of such follow-up in this case without special funding.

LEICESTER

Department of Adult Education
University of Leicester
University Road, Leicester LE1 7RH

ETHNICITY, MENTAL HEALTH AND ADULT EDUCATION FOR SOCIAL POLICY INITIATIVES

Project Leaders: DR S. WESTWOOD
JANET COULOUTE

The Project received £25,000 from DES for 24 months from May 1986 - April 1988

Publications
A Project report and papers on specific issues will be available 1988-89. Enquiries should be sent to the address given above.

Background

The Leicester EMD includes within its RB region a city with a long history of immigration and ethnic diversity, and other centres, such as Wellingborough and Northampton, where there are growing numbers of people from ethnic backgrounds. The EMD has been concerned to relate its provision to these ethnic communities, and one member of the full-time staff is a social scientist with considerable research experience among ethnic minority groups in Leicester.

This staff-member directed the Project, and a part-time

---

researcher was appointed for 3½ days a week. The researcher has a degree in Urban Policy and Race Relations, and experience in counselling and occupational therapy for black mental health patients.

Objectives

This was a research Project to examine the needs of black and ethnic minority peoples in Leicester, in order to enable the EMD to relate more effectively to the developing networks in the region, and to discover where a university contribution would be most appropriate. Several possible areas of work, including health education, were suggested in the initial Project application, but it was also expected that proper investigation would reveal other possibilities. In the early months of the Project the area of black mental health was established as the focus of the Project. The part-time Project worker was then appointed to research into the needs and experiences of the black communities in the mental health field in Leicester, and to develop a black perspective on mental health issues. It was hoped that this research would contribute to local policy-making and resource-management in relation to local needs, and to the education of professionals and communities in the city.

Funding

The DES funding covered the salary and expenses of the part-

time researcher.

Methods

Initial discussions led to collaboration with the Leicester Black Mental Health Group, a group of black professionals working closely with the Asian and Afro-Caribbean communities. The researcher was appointed, and an office was negotiated with a community group located in the inner city area of Highfields. The research began with a period of intense public activity, giving the Project a high profile in the community and among professionals, and collecting data and making contacts both locally and nationally. This helped to establish the research agenda, which has informed several fieldwork projects. The research findings will be the subject of a Project report.

Outcomes

Statistical data have been collected on the position of black and ethnic minority peoples as workers or clients in the mental health field. Local resources, both statutory and voluntary have been mapped. Contacts have been made and maintained with many parts of the health and social services, and with numerous local groups. Issues examined include responses to mental illness; the pattern of symptoms; the needs of black and ethnic minority people, both generally, and in relation to age and gender; the role of the family in the

management of illness; the role of voluntary associations; experience of hospitals, hostel accommodation and police intervention; and views on the development of sensitive and anti-racist provision. A comparative study was made of post-natal depression among 20 black and 20 white women. The position of young black men in relation to mental illness and homelessness was examined. A series of interviews was held with 30 black former psychiatric patients, most of them young men of Afro-Caribbean descent; their families were also interviewed, and differences between generations in the perception of mental illness were recorded. A further study is planned on perceptions of mental health and illness among different ethnic communities. Seminars and workshops have been held for social workers and social work students, and for mature students on Leicester University's new Certificate Course in Urban Community Studies.

Assessment

The study of mental health in relation to black and ethnic minority groups is an entirely new field, where most experience is deeply hidden, and where information is often difficult to find. Data bases and resource maps have been established where none was previously available, and the new knowledge generated by the Project is already being called on by other agencies. There has already been an impact on professional training, and the Project is expected to

contribute to future educational provision, for both lay and professional people. Important new relationships have been established between the professional and voluntary sectors, and between the University and a local group. Black people themselves have helped to set the agenda, and there has been considerable support and interest from the black communities and from the Psychiatric Unit of the local health service. The Project has given the part-time worker training in research techniques. It is felt that work to build a research base in collaboration with voluntary groups and in relation to the local state could be developed in other contexts too.

Future Prospects

The research schedule was delayed by maternity leave, and the study on perceptions of mental health, and the writing of the Project report are still to be completed.

The Project's findings will continue to feed into social work and health service training. They will also contribute to the work of a 'mental health shop' which the Black Mental Health Group hopes to set up in the inner city in Leicester with funding from the Inner Area Programme.

It is, however, much more difficult to secure the future of the research itself. New funding will be sought, so that the knowledge, skills and expectations created by the Project can be built on, but so far the money has not been found.

SURREY

Department of Educational Studies
University of Surrey
Guildford GU2 5XH

ADULT EDUCATION AND ETHNIC COMMUNITIES

Project Leader: DR J. E. HOBROUGH (Academic Co-ordinator, Adult Education)

The Project received £12,950 from DES for 19 months from January 1987 - July 1988

Publications
A report will be produced at the end of the Project, and copies will be available from the address given above.

Background

RB work at Surrey University is undertaken by the Division of Adult Education within the Department of Educational Studies. Through this Department there are close links with other parts of the University: particularly relevant to this Project were the University's Arts Committee, the Dance Division within the Music Department, and the new Performing Arts Technology Building. There are also contacts, through local Adult Education Institutes and other providers, with ethnic groups

in the area, including a large but scattered Asian community in Surrey.

The part-time research officer appointed to work 2 days a week on this Project is an Associate Lecturer in the Philosophy of Art at the University, and also has an interest in Christian liturgical dance.

Objectives

The aim was to investigate ways in which dance and movement are used to communicate ideas and express emotion within ethnic communities in Britain; and to explore the extent to which such dance may be used as a vehicle for education, attracting new students and stimulating curriculum development.

It was expected that the initial research would concentrate on black churches, and on religious dance in churches of all denominations. However, promising links were established in the early stages of the Project with the Asian community in Woking, and this helped to determine the further direction of the work.

The original application was for funds through to the end of March 1989, but the DES were unable to provide resources beyond July 1988. One element in the original proposal, concerning the use of computers and audio-visual technology within the Project, was therefore not followed up.

Funding

The DES funding covered the salary and working costs of the part-time research officer, and part-time secretarial help.

Methods

The Project was managed by a steering group. Enquiries were made about ethnic and religious dance groups, through local and national contacts, and by requests to LEAs and Arts Centres throughout the country. Through local contacts with workers in adult education and community relations, an Indian dance class was initiated, which formed a basis for further study and evaluation.

Outcomes

Data bases were compiled on ethnic cultural groups in Britain, companies which perform ethnic dance, and Christian religious dance groups in Britain.

Classes in Baratha Natyam began in autumn 1987 and are planned to continue into summer 1988. They have been held in a school gymnasium in the centre of Woking, and ten sessions have been held each term. Student fees have been £1.50 per week or £10 for a term of ten weeks. Teaching has been done by specialists recommended by the Academy of Indian Dance. There have been up to 26 students attending regularly. Most are women of Indian or Pakistani or Bangladeshi descent, and there have also been some Europeans and some children.

Instruction has been in English, but has used Sanskrit dance terms. The dance form is Hindu, but the class also includes Muslims, Sikhs and Christians. The class has been asked to perform at two public events in Woking, and it is hoped to obtain funding from South East Arts for preparatory workshops for these events. There are plans for the workshops and performances to be filmed by members of a local video group for unemployed adults.

Each dance class session includes 1½ hours of dance tuition followed by half an hour for refreshments, discussions with the tutor, or watching performances on video. These half hours have also been an opportunity to begin evaluating student response to the classes. A questionnaire has been used, and a series of guided and tape-recorded interviews is being arranged with individual students in their own homes.

A Spanish folk dance class has recently been set up as a community venture run by a newly-formed Spanish Association. The research officer was involved in the early discussions about this class and will be able to visit it and compare it with the Indian dance class.

Assessment

The Project was innovative in its combination of dance and adult education. It has brought a number of new students from ethnic groups into contact with adult education classes, and it is hoped that they will continue to be integrated into such

activities. The classes were a fruitful learning experience, and local ethnic groups showed strong interest and support for them. The evaluative process is still going on. The Project's success will eventually be judged in terms of the way classes continue to be developed and evaluated in local Adult Education Institutes in collaboration with the EMD. It is felt that dance could become a major plank in future adult education provision in the region.

Future Prospects

It is foreseen that the Project work could contribute to the new Dance option in Surrey University's Post-Graduate Certificate in the Education of Adults. There are plans to continue the Indian dance class in Woking as part of LEA provision, though this requires the tutor to accept a reduction in fees. Some areas for future research have been opened up, in the interfaith aspects of dance. There have also been enquiries from the local Chinese community about the possibility of future classes for them. New funds will be needed for research if the Project work is to continue.

-oOo-

I.4 DISABLED ADULTS

Landmarks in provision for disabled people include the 1970 legislation on access to educational premises, and the International Year of the Disabled in 1981. Provision in adult education is still at a pioneering stage. The 3 Projects included here looked at ways of making extramural provision more accessible to disabled people, and at ways of using new technology to enable deaf adults to begin to take control of their own education.

Cross References

Other Projects for disabled people are included among the Information Technology Projects in Section II.2 (see pages 148, 153 and 158).

Select Bibliography

FURTHER EDUCATION UNIT (1987) Adults with Special Needs: A Curriculum Perspective (London: FEU).

BRISTOL

Department of Extra-Mural Studies
The University
Bristol BS8 1HR

THE FEASIBILITY OF PROVIDING EXTRA-MURAL EDUCATION FOR DISABLED ADULTS - PART I

Project Leader: CLAIRE WICKHAM

The Project received £20,003 from DES for 12 months from January-December 1986

Publications
A report was submitted to DES: CLAIRE WICKHAM (March 1987) The Feasibility of Providing Extra-Mural Education for Disabled Adults, 27 pp.

Copies have been sent to all EMDs, and are also available from the Librarian at the address given above.

Background

Since the International Year of Disabled People in 1981, the Bristol EMD had built up some experience of working with visually impaired students. The Staff Tutor in Archaeology had been involved in a week's course for blind students, run by the Wiltshire County Council Social Services Department. The EMD then decided to take over responsibility for further courses, and three annual summer schools in Archaeology

---

followed, together with two in Natural History. The unique feature of these courses was that blind students were taken out of the classroom into the field or on museum visits. The organisation of the courses therefore required arrangements for transport, sighted guides, teaching aids such as tactile maps and models, and notes to enable the guides to operate as personal tutors as well as mobility aids.

The full-time research worker appointed as Project leader in 1986 had a background in psychology and linguistics, and had taught partially sighted and profoundly deaf people. Through that work she had contacts with various organisations concerned with hearing loss.

Objectives

The Project was a feasibility study, focussing on courses for adults affected by sensory loss. The needs of physically disabled people were not thought to be unimportant, but it was considered best to build on the experience already available to the EMD and the Project leader.

This experience helped to determine the aims of the Project. In the case of courses for visually impaired students it was possible to examine how other subjects besides Archaeology and Natural History could be made accessible, and there was scope for examining the development of tutors' skills over several courses. Since work with hearing impaired students was quite new, it was necessary to find out how to

contact potential students, and which areas of the curriculum would be attractive to them. With both groups it was purposed to examine the feasibility of courses, and to identify the primary adaptations that have to be made in teaching adults affected by sensory loss.

Funding

The DES funding covered the direct costs of the Project: the salary of the Project leader, with expenses and secretarial support, and various costs which could not be met from student fees. These costs included fees for extra tutors and for Sign Language interpreters, the production of special teaching aids, hire of equipment, expenses for sighted guides, and transport to field sites and museums.

Methods

Pilot courses were arranged, backed by a study of the literature in this field. The courses were then run and monitored. The Project leader's tasks were wide-ranging: she was responsible for initiating new courses, for finding ways of contacting potential students, and for administering recruitment and publicity. She briefed the part-time tutors who were to teach the courses, offering guidance in working with special teaching aids and with interpreters. She attended all the teaching sessions, and undertook some

monitoring of teaching styles and methods, and an assessment based on student questionnaires.

Outcomes

Thirteen one-day courses were organised for blind and partially sighted adults in Archaeology, Architectural History, Astronomy, Horticulture, Local History and Natural History.

Three courses (one-day, or two or three linked sessions) were organised for hard of hearing adults in Architectural History, Local History and Natural History. Nine one-day or weekend courses were organised for profoundly deaf adults, in Archaeology, Assertiveness Training for Women, Computing, Drama, Natural History, Photography, Politics, and Video Techniques.

A detailed account of findings about publicity, attendance,the students and their response to the courses is given in the Project Report, together with an account of the adaptations and techniques required in teaching, and the additional costs involved. This Report would be a useful handbook for anyone planning similar courses. Important distinctions are made between the needs of three different groups of students: those with some visual impairment, those who are hard of hearing and those who are profoundly deaf.

The differences involve students' attitudes to education as well as their means of communication, and therefore affect

publicity and recruitment as well as teaching styles and methods. The Project Report concludes (p. 26) that:

> once the needs of disabled adults are recognised and special provision made, then they can gain as much from University-level adult education as do non-disabled students.

Students particularly appreciated the subject expertise of the tutors, even when those tutors were still learning to adapt their teaching methods to the students' needs.

Assessment

The Project's immediate and innovative effect was to give visually impaired and hearing impaired adults an opportunity to benefit from liberal adult education in subjects not normally available to them.

There may be longer-term effects as a result of raised awareness among potential students, especially in the deaf community. The work done on this Project could also be a start for new developments for physically disabled adults.

The Project leader would judge the success of this project eventually in terms of the numbers attending courses, and the students' and tutors' assessment of the courses: this kind of assessment takes longer than twelve months.

Future Prospects

A further Project at Bristol to extend the development of extramural courses for disabled adults received partial funding from DES in 1987 (see below).

BRISTOL

Department of Extra-Mural Studies
The University
Bristol BS8 1HR

THE FEASIBILITY OF PROVIDING EXTRA-MURAL EDUCATION FOR DISABLED ADULTS - PART II

Project Leader: CLAIRE WICKHAM

The Project received £15,300 from DES for 12 months from January-December 1987

Publications
A report (May 1988, 55 pp.) by CLAIRE WICKHAM and NICOLA E. HOCKIN was submitted to DES. Copies will be sent to all EMDs, and will also be available from the Librarian at the address given above.

Background

A Project undertaken in the previous year (see the account given above, pp. 50-54) had established some of the needs and difficulties of disabled adults in university liberal adult education, and had set up several pilot courses.

The same Project leader continued in post for a second Project, sharing the full-time job in the later months with another researcher who had experience of working with disabled adults for local radio.

Objectives

The aim was to move forward on several fronts. It was planned to follow up the previous year's feasibility study by developing further a programme of extramural courses for blind or deaf adults; and to extend the feasibility study to cover the needs of physically disabled adults. Dissemination of information and ideas was planned among other adult educators, both in the Bristol EMD and beyond. There were also plans to tackle the problem of the lack of skilled Sign Language interpreters.

Funding

The DES funding covered the salaries of the Project workers, and a few other direct administrative costs.

The Project was dependent upon trusts and charities for a further £20,000 earmarked for costs which could be directly attributed to disability.

Methods

The Project workers' tasks included, as before, the development, marketing, administration and monitoring of courses, and the briefing of tutors. Particular efforts were made to improve publicity among profoundly deaf adults, and to find suitable tutors to teach Sign Language interpreting.

Outcomes

Courses tested in the first Project were modified and repeated, and new venues were tried. New courses were also offered. For visually impaired students, these included new work in Astronomy and Space Technology developed in a one-week summer school. For deaf adults, a pilot summer school in New Technology was organised. There was one pilot day school for physically disabled students and an access survey of all buildings used by the EMD. Local and national contacts were developed to encourage the dissemination of ideas. A two-year part-time University Certificate in Sign Language Interpreting was established, and the first course (funded with separate grant-aid) began in October 1987.

Assessment

New subject areas were opened up to adults with a sensory loss. Physically disabled adults were attracted to an extramural course, in most cases for the first time. It is hoped that these innovations will encourage similar and further developments in other EMDs. Eventually the Bristol Project will also be judged in terms of students' and tutors' evaluation of the work, and the numbers attending future courses. Enrolments for 1988 are already very encouraging. The new Bristol University Certificate in Sign Language Interpreting is the only such course in the country, and in the longer term should play a significant part in the

development of education for the deaf.

Future Prospects

This Project finished at the end of 1987. For continuation into 1988 funding has been obtained from charities, trusts and industry, and about 35 courses, including 8 summer schools, have been planned, with a budget of £50-60,000. However, securing such multiple funding from year to year is time-consuming, complex and often restrictive, and is particularly unreliable as a source of staff salaries. It is not felt that such funding will be a satisfactory way of maintaining this work in the long term.

-oOo-

SOUTHAMPTON

Department of Adult Education
The University
Southampton SO9 5NH

VIDEO IN THE DEAF COMMUNITY

Project Leader: ROB BAKER (now at School of Education, The University, Leeds LS2 9JT)

The Project received £22,736 from DES for 12 months from August 1985 to August 1986, and a further £5,200 in the following year.

Publications

Project report: ROBERT G. BAKER (July 1986) Video in the Deaf Community, 20 pp. + appendixes. Copies are available from the Southampton EMD at the address given above. A final report on the second year's work is also available (September 1987).

Video recordings (in sign language) of work done on the project are available on receipt of a blank tape. Enquiries should be sent to the Project leader at the Leeds address given above.

BAKER, R. G. and DAMPER, R. I. (1986) 'Educational aspects of television subtitling in deaf education' in Behaviour and Information Technology, 5(3), pp.227-37.

Other papers, delivered in 1987, are published in: Occasional Papers of the Centre for Language and Communication Studies (Dublin: Trinity College); and in Proceedings of the First International Conference on Acquired Hearing Loss held at the University of Bristol.

Background

Southampton University Electronics Department had for some

---

years been investigating the technical and practical aspects of television subtitling. This work included audience research among deaf people, the development of a cost-effective subtitling system for professional TV, and the adaptation of the technology to a low-cost hardware and software subtitling package suitable for use with standard equipment in schools for deaf children. This was the fruit of several years of research, supported by funds totalling nearly £200,000 from various sources, including the IBA and the Mountbatten Memorial Trust.

The Project leader appointed full-time for the DES Project had been a member of the research team working on these new developments. His own background was in Linguistics, Psychology and Communications Studies.

Objectives

The aim of the Project was to explore and develop the potential of low-cost video facilities to enhance communication and education in the deaf community (defined as including for the most part prelingually deaf people educated in special schools and looking to Deaf Clubs for their social and community life).

Funding

The DES funding covered the salary of the full-time Project leader for 9 months, and also payment to a part-time media

resources officer, and provision of a VHS edit suite.

Methods

A questionnaire survey was undertaken before the Project leader began his work, to discover needs and to establish a network for advertising courses and sharing information. A Video Workshop was set up in Southampton with portable VHS recording equipment, a VHS edit suite and a prototype low-cost subtitling system enabling teletext-style subtitles to be added to any standard videotape. The workshop offered training courses for deaf people in do-it-yourself video production; and training for teachers in educational subtitling and the addition of in-vision sign language interpretation.

Outcomes

Courses for teachers included an open day and a training weekend, and these were followed up by contacts with about 15 schools where subtitling facilities were being set up. Three one-day courses in video production were held for deaf people, and attracted 40-50 students. Two workshops, on video camera work and technology and on video editing, were held at the request of the Wessex Workshop with the Deaf. Support and training was given to other projects, including sign language classes, school video production, speech training, a community video project, and videos for information or publicity being

produced by groups working with the deaf. Research issues were identified and explored: the implications of using video as the primary information-bearing channel; the role of subtitling in sign language productions; and problems with sound (including the question of communication within a deaf video team). The Project leader was also instrumental in setting up a national forum for the discussion of deaf video. Its first meeting was attended by about 35 people representing 10 different organisations. Details of these organisations and their work are included in the Project report, which also gives an account of the Project's own findings, and detailed discussion of practical and theoretical issues.

Assessment

This Project was innovative in its outreach to a group of people who are severely disadvantaged in relation to adult education. It gave them access to technology which enables them to begin to gain control over their own education. Expertise and equipment were made available which were not to be found anywhere else in the region, and there was substantial demand for use of the Workshop's resources. A number of key people in the local deaf community took part in training courses, and have since begun their own video projects. One deaf man has applied for individual funding to continue video work, and has made useful links with the City Council's Oral History Unit. It is believed that there would

be a demand for such work in other places, though the number of potential students is small, and the work is likely to have to rely on local centres for the deaf, mostly funded by charities or social services.

Future Prospects

When the Project ended there were waiting lists for courses, and several ongoing projects dependent on the Video Workshop's resources, but there were no obvious sources of continued funding. The Project report (p.20) listed a number of needs for further training courses, the development of teaching materials, the maintenance of a central resource, and further research into production techniques. A further application to the DES brought a further £5,200 towards running costs, but not salary costs. The Project continued for a further 12 months, with the Project leader being paid partly by the EMD, partly by a short-term grant from the County Council, and giving unpaid voluntary support for several months in the middle of the year. A second report on these 12 months gives details of many new developments, including a video-recording in sign language of the wartime reminiscences of elderly deaf people in Southampton, filmed and subtitled by a prelingually profoundly deaf person. Papers were presented at conferences at home and abroad. The national forum on deaf video projects continued to meet. People trained in the Video Workshop are likely to be involved in discussions in Southampton about the

community implications of cable TV. It has been agreed in principle that deaf people will have continued access to the resource centre that was established by the Workshop. The Project leader has now left the area, but some funds have been obtained to support continuing work by deaf people themselves.

-ooo-

I.5 WOMEN

In extramural education, as in adult education generally, women students outnumber men. However, the Women's Liberation Movement and the subsequent rise of Women's Studies have raised questions about access to knowledge and about control of the curriculum. The 2 Projects included here were attempts, in different contexts, to work closely with women's groups on their own ground.

Cross References

Among the Projects with ethnic groups, one (p.39) also addressed gender issues and one (p.44) worked mainly with women students. The Information Technology Projects included two that were specifically concerned with women (p.148).

Select Bibliography

THOMPSON, J. (1983) Learning Liberation - Women's Response to Men's Education (London: Croom Helm).

HULL

School of Adult & Continuing Education
University of Hull
49 Salmon Grove, Hull HU6 7SZ

AN ADULT EDUCATION PROGRAMME FOR PARENT GROUPS WITH YOUNG FAMILIES

Project Leader: MR P. S. MILNE, Assistant Director

The Project received £14,130 from DES for 12 months from October 1985 - September 1986

Publications
Project report: JANET WATLING (April 1987) Report on a DES funded Innovatory Project for parents' groups with young families, 6 pp.

Background

The Project arose out of in-service training in counselling skills for local nursery teachers. It was found that some of the nursery children's parents were involved in 'coffee groups', meeting once a week in premises made available in the nursery schools and units. The counselling tutor, who also had skills in education counselling, began a pilot scheme in which she acted as a voluntary liaison worker in two nursery units, one in the inner city and one on a large housing estate. She made contact with the parents' groups and was

beginning to introduce visiting speakers to their meetings. Once the Innovative Project began she worked full-time as Project leader.

Objectives

The objective was to provide liberal adult education for groups of people not found in the EMD's usual classes, and to develop training courses for people working with parents under social stress. The Project aimed to build on the experience gained in the pilot scheme, and to extend this as a basis for educational development. There were also plans to use local radio, and the University's audio-visual facilities, and to produce a guidance document on the procedures used for the Project.

Funding

The DES funding covered the Project leader's salary, expenses including travel, and part-time clerical support. No student fees were charged.

Methods

Five more nursery schools and units, and later a sixth, were added to the two involved in the pilot scheme. They were located in deprived areas in various parts of the city. The Project leader acted as communicator, co-ordinator and liaison officer, being present at all meetings, and organising

visiting speakers and demonstrators or tutors as required.

Outcomes

Groups of mothers were formed at the eight nurseries, and continued into a second year in five of them. They met once a week, and in several cases a meeting place in the school was established for the first time. The growth and development of the groups varied according to local resources and circumstances. One group, which already had a 'coffee day', added a regular weekly craft class making soft toys and holding a summer fair in aid of the nursery. Another formed a fund-raising committee and a keep-fit class. One group became sufficiently confident and cohesive to arrange a sponsored walk. Talks and demonstrations were requested on welfare rights, parenting, nursery education, safety, health and diet; and on clothes, make-up, hair-care, tupperware parties and cake-decorating. Health visitors and agencies such as the social services and police found the groups a helpful means of contact with the community. Meetings to discuss the Project were held with HMI, and with County nursery education staff and advisers. For some of the women, the courses provided an opening to a training course for local community leaders, nursery nurse training, FE colleges, or demonstration work for local firms. The community leaders' course led on to the establishment of further groups, for mums and toddlers, battered and homeless women, and the elderly. The Project

report gives a brief description of the way the work developed, and suggestions for extending and organising it in the future.

Assessment

The Project was innovative in the region in exploring the potential for contact with parents through nursery schools. A major development was the network established between the parent groups and various community agencies. The success of the groups was found to depend on the co-operation of nursery staff, on adequate resources and facilities, and on the regular presence of one person as co-ordinator. It was felt that the Project's methods were an essential way of extending liberal education as widely as possible, and encouraging the community to use its university. The Project's success was judged by the stability of the groups, and LEA interest in sponsoring them further; and by the rise in the women's expectations and self-esteem, and the progress of some of them to other educational opportunities.

Future Prospects

It is expected that the work of the Project will contribute to future training for district nurses and community health workers.

Several parent groups have continued, with nursery staff using the lists of contacts developed during the Project, and

monitoring the arrangements for weekly meetings. The County LEA has appointed staff to develop the Project's ideas on a much broader community base, including primary and secondary schools as well as nurseries, and including a satellite town as well as the city itself.

-ooo-

SHEFFIELD

University of Sheffield
Centre for Extension Studies
Division of Continuing Education
85 Wilkinson Street, Sheffield S10 2GJ

WOMEN'S GROUPS IN MINING COMMUNITIES

Project Leader: EDNA WOODHEAD

The Project received £9,545 from DES for 12 months from October 1985 - September 1986

Publications
Project report: EDNA WOODHEAD (1988) DES Project: Women's Groups in Mining Communities, 13 pp. + appendixes.

Background

The Sheffield EMD has long been involved in NUM day-release courses, but the women in the local mining communities are not well-represented in extramural classes. During the miners' strike of 1984-85 many of the women had been active in local support groups, and the EMD saw these groups as a potential opening for educational development.

The Project leader appointed for 2 days a week had been a part-time tutor for an NUM day-release course. She knew many people in the mining communities and was familiar with aspects of the strike at many levels.

Objectives

This was an outreach Project to provide non-formal education, committed to providing money and resources to meet the needs and wants arising from the context of the women's own lives. The role of the outreach/research worker was to enable these demands to be met.

The original proposal was to work in the South Yorkshire coalfield, and the Project eventually concentrated on the Doncaster area.

Funding

The DES funding covered the salary of the part-time Project leader, secretarial and administrative costs, and fees to part-time tutors. The provision was free to the students.

Methods

The Project began 6 months after the end of the strike. By then, much of the women's optimism had been lost and many of the original groups had disbanded. Some of the more political of the women were now regrouping under the banner of Women against Pit Closures. Outreach work began with a delegate meeting for members of this organisation in the Doncaster area. This was followed by contact with women connected with different pits. Where a village or pit-based group no longer existed, contacts were made with individuals in their own homes. Work then began in two directions: commissioning

tutors and building up a programme with groups that were already formed; and forming a new group in Doncaster for women from surrounding villages who were isolated in their own locality.

Outcomes

In four village groups, there were between 2 and 15 daytime or evening sessions in a variety of subjects with several tutors. For the newly-formed Doncaster group, drawing women from 9 villages, 28 sessions were held. The Project provided altogether 79 sessions, involved 110 women, and recorded 544 attendances. Meeting places varied from a room with creche provision in the Women's Centre at the Doncaster YWCA to community centres, a local library, Miners' Welfare premises and pubs and clubs. Subjects covered in the sessions varied according to locality. A thriving group that was beginning to get involved in community issues asked for information on local health services, and discussion of the effects of pit closures. A group where some women were beginning to get involved in politics asked for an extended series of assertiveness training sessions. In an area where the local pit was under threat of closure, the women asked for sessions on women's health and complementary medicine and in particular on relaxation and coping with stress. There were also sessions on literature, drama, graphics and various aspects of women's studies. The graphics sessions were for the purpose

of mounting an exhibition of strike memorabilia; and for making a montage of 'Images of women and inequality' which was displayed at a local Women's Forum at the Women's Centre in Doncaster, and which has remained on display since. There were also two visits to Northern College for residential weekends in Women's Studies.

Assessment

No other provision of this kind was available anywhere in the Doncaster area. The educational sessions were a totally new experience for almost all the women involved. The work generated considerable excitement, boosted confidence and offered opportunities to reflect upon and learn from the experience of the strike, though attendance was often badly affected by poor health in the aftermath of the strike. One group rallied round a sick member and supported her in demands for better hospital treatment. For one woman, a residential weekend at Northern College was only the second time she had been away from home alone in over twenty years of marriage. This weekend also gave an opportunity for discussions about return visits to Northern College. Although this Project arose out of a particular local opportunity, the approach used here could be adopted elsewhere if sufficient staff-time were devoted to it.

Future Prospects

An application was made for an extension of DES funding, but without success. The Sheffield EMD has continued to pay the Project leader for 4 hours a week in term-time, to act as Women's Course Director for Doncaster. There is, however, no budget for accommodation and little time for extending the outreach work. One new village group has been formed, but most of the new courses are longer programmes held centrally in the Women's Centre in Doncaster.

-oOo-

I.6 URBAN AREAS

Since the beginnings of University Extension in 1867, English university adult education has attempted a pioneering and development role in areas of deprivation. The present understanding of this role has also been influenced by other models - particularly models of public service and community education in North American universities, Scandinavia and Britain. These different influences are still being worked out in new efforts, as demonstrated by these 4 Projects responding to the overall complexity of urban environments in Tyneside, Hull and East London.

Cross References

Development work in urban areas is also found in other Projects in this Report (see especially pp. 34, 39, 66, 181).

Select Bibliography

NEWMAN, M. (1979) The Poor Cousin: A Study of Adult Education (London: George Allen & Unwin).
TAYLOR, R., ROCKHILL, K. & FIELDHOUSE, R. (1985) University Adult Education in England and the USA - A reappraisal of the liberal tradition (London, Sydney and New Hampshire: Croom Helm).

NEWCASTLE UPON TYNE

Division of Adult Education
Centre for Continuing Education
The University, Newcastle upon Tyne NE1 7RU

UNIVERSITY OUTREACH ON TYNESIDE

Project Leader: JUDITH HUGHES

The Project received £17,584 from DES for 24 months from August 1985 - July 1987

Publications
Project report: JUDITH HUGHES, University Outreach on Tyneside, 17 pp.

Four local history magazines were produced by adult students at Fawdon.

Enquiries should be sent to the address given above.

Background

In the year before the Project began several courses had been run as collaborative ventures between the EMD and the LEA in outlying areas of Newcastle. The extramural tutor concerned with these courses was a part-time Lecturer in the Departments of Philosophy and Adult Education, and she was appointed as Project leader on a part-time (one-third) basis.

Objectives

The Project built on the collaboration established in the previous year. It had four aims: to reach non-traditional students; to establish centres in areas of high unemployment and educational and social deprivation; to help provide for the educational needs of local communities and to stimulate interest in liberal adult education; and to develop a communications network. This last aim was not followed up because other agencies were found to be involved in it already.

Funding

The DES funding covered the salaries and expenses of the part-time Project leader and the Project secretary, and part-time tutors' fees. Most of the classes were free to the students.

Methods

Fundamental to the Project was an attempt to achieve real co-operation with colleagues in the Local Authority sector and other interested workers in the community. Courses taught mainly by University tutors were then organised at a range of new venues.

Outcomes

The Project leader worked with outreach and community workers, FE and library staff, head teachers, clergy and a health

project worker. She became a member of or was involved with several local committees and projects. Twenty-two lecturers (14 from the University and others from the WEA, LEA and the Health Service) were engaged to teach 21 terminal courses and 10 day-schools or short courses in a variety of subjects. These included film and literature, 'speaking for myself', medical ethics, and especially local history and oral history. One local history group published four magazines. A day-school on teaching skills was held for 25 part-time tutors in LEA adult education. Another day school at a newly-opened local hospice was attended by 44 volunteers and professionals. Short courses on ethics in university administration and medicine were seen as opportunities to make the Project and the University more widely known, in particular to the newly created health groups working in deprived areas.

The Project report gives a detailed account of the courses, an evaluation of the work, and a discussion of some of the factors affecting its success.

Assessment

The Project was felt to be a rediscovery of older extramural principles, and helped to establish centres and to reach students in areas where no providers had been making any sustained effort to reach the population. Collaborative work between the EMD and the LEA was entirely new. Some classes were adversely affected by administrative and staffing

problems, but in three centres the Project was successful in reaching new students in their own areas, attracting some of them also to the EMD, and encouraging a wish to continue. Day courses, even when held in university premises, proved an effective way of reaching new students. Attempts to work with other agencies were sometimes beset by territorial rivalry, and were hampered throughout by the proliferation of different short-term, small-scale initiatives without any overall policy or plan. The Project report concludes (p.17) that 'in such educationally deprived areas there is a considerable potential demand for community education of all kinds' which is not being effectively met.

Future Prospects

The local history class at Fawdon gave some impetus to other community ventures there, and there are plans to establish links with local history groups in Canada where emigrants from Tyneside settled at the turn of the century. Members of another local studies group have formed the core of a steering group to plan future adult education activities in their locality. It is hoped that contacts made during the Project will lead to further collaboration between the EMD and other providers, but it is emphasized that short-term projects do not allow for long-term maintenance and planning.

NEWCASTLE UPON TYNE

Division of Adult Education
Centre for Continuing Education
The University, Newcastle upon Tyne NE1 7RU

WILDLIFE ON TYNESIDE

Project Leaders: DR A. G. LUNN
DR V. WOOLLEY

The Project received £18,360 from DES for 24 months from January 1987 - December 1988

Publications
Several interim reports are already available, and a final Report will be sent to DES.

A book on wildlife gardening is being published jointly with the Northumberland Wildlife Trust, giving ecological advice and information on planning constraints for schools and community groups.

Booklets on wildlife in local metropolitan districts are being prepared.

There are plans for a textbook on urban wildlife, suitable for extramural students, first-year undergraduates and sixth forms.

Enquiries should be sent to the Project leaders at the address given above.

Background

Although the nature conservation movement in Britain has been mainly rural-based, there is a developing interest in the

---

ecological resources of large urban areas. Materials and personnel have been made available through local authorities, various trusts and the MSC, but educational input has so far been minimal.

The Newcastle EMD's full-time science tutor has experience of teaching courses for national park voluntary wardens and rural conservation volunteers. He directed the Project, and a half-time tutor-organiser was also appointed who had experience in teaching extramural courses on wildlife.

Objectives

The Project aimed to provide education in Applied Ecology for teams and individuals undertaking practical conservation tasks in the metropolitan districts of Newcastle, Gateshead and North Tyneside. It was hoped in this way to reach students in inner city and industrial neighbourhoods who do not attend extramural classes, to assist in the environmental improvement of urban areas, and to provide opportunities for unemployed people to become involved in worthwhile community projects.

Funding

The DES funding covered the salary and expenses of the part-time tutor-organiser, together with fees to part-time tutors, and secretarial and other support. The courses were free to the students.

Methods

The first stage of the work was to build up a list of useful contacts for recruiting both tutors and students. Letters, phone calls and follow-up visits were used to offer tailor-made courses for particular needs. The tutor-organiser planned, marketed and monitored the courses, taught some of them herself and briefed part-time tutors for others.

Outcomes

Contacts were made with planners, local authorities, the MSC, community groups and trusts. Courses were offered for volunteers, MSC programmes, local authority workers and community groups such as Voluntary Initiatives for Vacant Areas (VIVA). In addition to direct contacts and the EMD's news sheet, marketing was also done through local radio, and advice was given on local planting schemes. About 20 subject specialists were engaged as tutors. Course content included basic ecology, wildlife gardening, habitat creation, the biology of animals and birds and particular habitats, and legal aspects of environmental management. Most of the courses were intensive one- or two-day events. A successful course for teachers was spread over 4 weekly meetings, and 44 people were attracted to a series of longer courses set up to produce urban wildlife maps of the metropolitan districts. These will be published in booklet form, and other publications are planned.

Assessment

The Project was innovative in the region in its target audience and in its blend of academic and practical work. Response was good and there was considerable demand for further courses. New students and groups were reached and some of them have also attended other extramural classes. Hopes of also reaching disabled students have not materialized so far. The regular extramural programme and the Project courses have been found to benefit one another, and the EMD's science base has been strengthened. The Project's work is being extended through its publications, and it is believed that similar work could be useful in other places.

Future Prospects

The Project is due to finish in December 1988. Before then, further courses and publications are planned. The Project is well established, has raised expectations and generated further demand, and an anxious search for further, longer-term funding is now going on, to support the time-consuming work of a tutor-organiser.

-oOo-

HULL

School of Adult & Continuing Education
University of Hull
49 Salmon Grove, Hull HU6 7SZ

COMMUNITY EDUCATION PROGRAMME FOR THE SOCIALLY AND CULTURALLY DISADVANTAGED

Project Leader: DR PAUL ARMSTRONG

The Project received £12,930 from DES for 12 months from November 1985 - October 1986

Publications

GEAR, J. Final Report of the Development Officer - Community Education Programme for the Socially and Culturally Disadvantaged, 9 pp.

GEAR, J. (1987) A Guide to Community Work Training (Hull: School of Adult & Continuing Education).

Copies are available from the address given above.

Background

In addition to RB courses at Hull, there are a number of Hull University certificate courses in Social Studies, in which the School of Adult and Continuing Education is involved.

The DES Project was directed by a full-time member of the Department staff, and a part-time development officer was also appointed.

Objectives

The Project's aim was to encourage a view of the University as a community resource, by identifying education and training needs among disadvantaged sections of the community and community groups; and by liaising with other agencies to help to provide courses to meet these needs.

Funding

The DES funding covered the part-time Project officer's salary and support costs.

Methods

During the first few months, contact was established with most of the community associations in Hull, and relationships were formed with voluntary groups and associations. The Project officer also liaised with the Hull and North Humberside Community Work Training Group, and was commissioned by the Group to produce a guide to community work training. These contacts led to participation in planning, organising and evaluating courses and other events.

Outcomes

The Project officer helped in planning and publicising a one-day conference for 36 people from the Hull Federation of Community Organisations. This helped to define four categories of training needs: interpersonal and communication

skills; management skills; practical skills; and needs for information. Other activities included involvement in a community arts group video film about community development; training for a community transport project, play schemes and other groups; courses in committee work; seminars on work with unemployed people; an anti-racism discussion group; support for a NACRO community project; contributions to a voluntary sector working party set up to respond to an LEA review of adult education; and a community forum on the problems and possibilities of community development.

A guide to community work training was published. This is a 92-page book, giving contact names and addresses and details of provision offered by voluntary and charitable agencies, consultancies, statutory agencies, and distance learning organisations. The guide has a local focus, but also includes many major national providers. It includes a 20-page subject index, from 'Accounts' and 'Active Listening' to 'Youth Work Training'.

The Project report gives an account of the Project's objectives, activities, findings and outcomes. In the conclusions (section 13) it is suggested that if provision is to be accessible as well as available it must start where people are, and that 'a prime aim should be to enrich existing patterns of social activity with educational content.' Implications for planning, locating and staffing are put forward, and also the need for changes in curriculum and

method. It is suggested that there should be a certificate course for workers in the community, and the University's place in the overall pattern of local provision is discussed.

Assessment

The Project was innovative in Hull in its direct liaison with community groups and its joint work with the Community Work Training Group. It was felt that it resulted in increased awareness among both volunteers and professionals of the value of training. The Project was a way of building bridges between the University and those to whom university education would otherwise be denied, and it was felt that it created a change of attitude towards the University among some members of the community.

Future Prospects

One year was found to be too short a time to test and follow up the hypotheses produced by the Project. However, it is hoped to maintain the change in the way the University is perceived, and to continue co-operation with some of the voluntary organisations involved. To this end, introductions were made before the Project ended between the EMD and a newly-appointed training officer of the Hull Federation of Community Organisations.

LONDON

University of London
Department of Extra-Mural Studies
26 Russell Square, London WC1B 5DQ

MOBILISATION OF UNIVERSITY RESOURCES FOR ECONOMIC AND SOCIAL REGENERATION ('THE EAST END PROJECT')

Project Leader: PROFESSOR BRIAN GROOMBRIDGE, EMD Director

The Project received £24,400 from DES for 25 months from November 1985 - December 1987

Publications
A full report by CAROL PEARCE is in preparation, and copies will be available through the EMD at the address given above.

In the longer term, parts of the report may be used as illustrative material for a publication about university/community relationships.

Background

The University of London had recently published a Mission Statement declaring its intention to pursue an increased public role in disseminating research findings and using its teaching resources. The EMD felt that the Universities of Salford, Wisconsin and Helsinki had strategies for community involvement which offered examples that could be explored in London. There was seen to be potential for co-operation and consultation with various agencies: there were already links

between the University, the EMD, Queen Mary College and the London Docklands Development Corporation, and there had been discussions between the EMD and the Greater London Enterprise Board.

The EMD Director supervised the Project, and an economic and social development officer was appointed for 2 days a week. Her background was in research and OU teaching in historical demography.

Objectives

This was an action research Project, to see whether the EMD, acting as broker and educational planner, could help to make the resources of the University more accessible to all sections of the community. The emphasis was not upon generating new courses, but upon developing a process of community consultancy. The limited time and resources made it necessary to focus on East London, but it was expected that developments here would be applicable elsewhere.

Funding

The DES funding covered the development officer's salary plus 25% overheads.

Methods

The early stages of the Project required background work on the history, demography and politics of East London, the scale

and character of the Docklands regeneration scheme and the extent of the HE provision in the area. A process of communication and consultation then began, in order to understand concerns in the community, identify resources in the University, and consider new technologies which could be used. A number of demonstration projects were set up as opportunity offered, and a major consultancy conference was organised.

Outcomes

As a result of an increasing circle of contacts the Project officer herself became a resource for other people working in the area. Consultancy projects included extramural classes for MSC Community Programme trainees in market research and in conservation. The Dockview community information service was evaluated on behalf of the London Docklands Development Corporation. The LDDC link also led to demonstrations, teaching and discussions by the University's communications technology group Livenet. The Project worked with other education providers through the Docklands Skillnet system. A conference was organised jointly with QMC on 'The University and the Community - Partnerships in East London', which brought together representatives from many groups to listen to the local community's concerns. Arising out of this there has been a major conference on education and training in East London, and a series of 6 seminars on 'Partners for Public Health'. Housing and Transport were identified as suitable

areas for further work of this kind.

A full report is being prepared, which will chronicle the Project's activities, suggest how the University and the community can continue to build beneficial partnerships, and discuss the methods and approaches that were developed.

Assessment

The idea of community consultancy was a new approach to understanding the EMD's role. It was developed in the context of many economic and social changes in the East End, and structural changes in the University, and went through a number of different stages. New partnerships were created, and the Project acted as catalyst for new work in the EMD itself and in other agencies. Other universities have also shown an interest in sharing information about the Project.

Future Prospects

There has been a request for the EMD and QMC to mount a major conference on public health issues. The University has been involved in developing the educational channel of East Side cable television. Application has been made by QMC for funds for a 'Science Shop' to provide a single point of access to information and research. Though some of the Project initiatives were self-contained, others were only beginning to show their potential, and ways are being sought to build on this work in the future. The Project worker herself has taken up a new appointment as PICKUP Manager at Queen Mary College.

I.7 RURAL AREAS

University Extension first spread with the 19th century railway network to take liberal adult education not only to the universities' immediate neighbourhood but also far and wide throughout the country. Responsibility for this enterprise is now shared between 23 EMDs in England on a regional basis, and many of them have long been accustomed to providing classes in remote areas. However, the job of maintaining work at a distance from the university and the EMD headquarters has never been easy, and requires recurrent efforts to strengthen and improve it. Several new approaches to extramural work in rural areas were included among the Innovative Projects: an up-to-date survey of work in East Anglia, an intensive marketing approach in the Bristol region, and distance learning methods in Devon and Cornwall.

Cross References

Distance learning methods were also used in one of the access Projects (p.19). Audio-conferencing was used for distance education in another Project (p.164).

Select Bibliography

H. R. & H. MARKETING RESEARCH (1987) Marketing Adult/Continuing Education (London: FEU).

MOSELEY, M. J. (ed.) (1982) Power, Planning and People in Rural East Anglia (Norwich: Centre of East Anglian Studies, University of East Anglia).

CAMBRIDGE

University of Cambridge
Board of Extra-mural Studies
Madingley Hall, Madingley
Cambridge CB3 8AQ

THE NATURE & SCOPE OF THE UNIVERSITY'S CONTRIBUTION TO LIBERAL ADULT EDUCATION IN EAST ANGLIA

Project Leader: write to DR R. G. EVANS at the address given above

The Project received £17,517 from DES for 12 months from December 1985 - December 1986

Publications
Project report: (November 1986) The Nature and Scope of the University's Contribution to Liberal Adult Education in East Anglia, 55 pp. + appendixes.

Background

The Cambridge EMD's region comprises Norfolk, Suffolk, Cambridgeshire, Bedfordshire and the north of Hertfordshire and Essex. In a period of rapid change it was felt to be necessary to reassess the University's contribution in the region and to make recommendations for future planning.

The Project was directed by a member of the EMD full-time staff, and a full-time research assistant was appointed.

Objectives

This was a research Project to assess the needs and demands for adult education in East Anglia, with particular reference to the University's distinctive contribution in the light of changing circumstances. It was originally envisaged that this would include a consideration of the region's demographic structure; present patterns of provision and the possibilities for extension to new areas, new social groups and new subjects; the scope for increased collaboration with other agencies; the effect of financial changes; and the effect of new teaching methods and publicity. However, in order to achieve worthwhile results in a limited time, a narrower focus had to be adopted, and the research was concentrated on the University's current contribution and ways of improving it.

Funding

The DES funding covered the salary and travelling expenses of the research assistant, together with secretarial and support costs and employers' overheads at about 25%.

Methods

The Project was supervised by a small steering group, including HMI. The research began with a review of existing information on adult education in East Anglia. Information and opinions were also sought from Cambridge EMD tutors, students and administrators, other EMDs, WEA members, LEA staff, the

Open University, the University of the Third Age, and the Federation of Women's Institutes. A detailed questionnaire was distributed to the students at each of the 171 extramural classes that were run in February 1986. The questionnaire was supplemented by interviews, and with visits to centres and classes. Information was analysed and a report was prepared.

Outcomes

There was a good response to the questionnaire: 1810 replies were received from 62.4% of the students, and 69% of the classes. The results were presented in the Project report, in the context of a discussion of the Cambridge EMD's present provision and of adult education perspectives and values. Results were also compared with those of 2 previous studies of extramural students in London, and the 1982 ACACE study of adult education in England and Wales. The Cambridge study showed that a large majority of the students replying to the survey were over 50 years old, and that 69% were women. 61% were 'retired' or 'housewives'. 40% were or had been in professional employment, and more than 70% had had some form of post-secondary education, including 34% who were graduates. The students were well satisfied with the EMD provision. Their reasons for attending extramural classes were chiefly the subject expertise and enthusiasm of the tutors; the link with the University was not seen as very significant. Information was gathered about attitudes to EMD publicity, and

about provision in remote rural areas. The report also discussed the recent steady population growth in rural East Anglia. Major recommendations were to maintain and extend extramural provision, and to include new work with younger people seeking a path back to serious study, more advanced courses beyond an introductory stage, and more science and technology. It was also recommended that there should be more emphasis on research into liberal adult education, more rural work, more co-ordination of the work of part-time tutors, and increased collaboration with the LEAs.

Assessment

The Project was innovative in its scale: this was the biggest survey ever undertaken among extramural students. The Project has given an impetus towards the development of higher-level courses, and towards further collaboration with the LEAs. Several other recommended developments are under discussion, particularly those concerning isolated rural areas and the co-ordination of part-time tutors.

Future Prospects

It is foreseen that further, smaller-scale, intensive research may be required in the future.

-ooo-

BRISTOL

Department of Extra-Mural Studies
The University
Bristol BS8 1HR

MARKETING OF COURSES IN RURAL AREAS BASED ON THE PARISH UNIT

Project Leader: MRS PAULINE THOROGOOD

The Project received: £14,900 from DES for 12 months from February 1987 - January 1988

Publications
A report was submitted to DES: PAULINE M. THOROGOOD, B.A. (January 1988) Marketing of Courses in Rural Areas, 54 pp.

Copies have been sent to all EMDs, and are also available from the Librarian at the address given above.

Background

The Bristol EMD is responsible for providing university liberal adult education in Avon, Gloucestershire, Somerset, Wiltshire and part of Dorset. This area of 4,630 square miles includes more than 1100 civil parishes, most of them having populations below 5,000, and some of them situated 50 miles away from the EMD headquarters in Bristol. During the last 10 years, only 140 of these smaller parishes have had an extramural course. Financial stringencies have made it increasingly difficult to

maintain a successful programme in rural areas. The difficulties include staff cuts in the University, rising costs, and recently the demands of an extramural funding system which rewards high student attendance figures.

The full-time development officer employed as Project leader had previously worked for two years as an Information Officer for the Avon Rural Community Council.

Objectives

The Project's aim was to outline an efficient and cost-effective marketing plan which would help to ensure the continuation of extramural courses in rural areas.

Funding

The DES funding covered the Project leader's salary and travelling expenses, and administrative costs. There was also a small sum for hiring university computer facilities to store information and to help to organise courses.

Methods

Various practical marketing exercises were carried out, to describe the market, identify student needs, and promote courses. Information was collected about rural organisations and parish networks. External sources were used to analyse the region's demography. Staff and students and other providers were interviewed, and the EMD's performance was examined using

internal statistics. New venues for courses were identified, and students' requirements were investigated. On the basis of identified student demand, and in collaboration with the EMD's resident tutors, courses were mounted and selected courses were systematically promoted. New publicity methods were used for about 75% of the EMD's rural courses. A detailed questionnaire was used with students in 9 villages representing the range of rural venues available throughout the region. Some of these were established centres for extramural work, where new publicity methods were being tried. Others were having an extramural course for the first time, and the launch publicity was a part of this Project. The results of all the different exercises were recorded and analysed.

Outcomes

A cost-effective level of enrolment was reckoned to be 20 students per class. After the use of carefully directed publicity, the average village class size in the Bristol EMD region rose from 17 in the previous five years to 22 in the autumn of 1987. Eighteen courses were arranged at a number of new rural venues, with intensive launch publicity. By the time the Project's final report was written, six of these classes had already taken place. The average enrolment for these classes was 35; in some classes there were 40 students. From the 9 villages selected for the questionnaire, 179 student replies were received (a 67% response rate). Calculations were

also made about how to choose successful venues, taking into account travelling distances, population, the age and educational background of potential students, and the availability of tutors, suitable meeting places and publicity outlets. Village profiles have been compiled for use in future marketing.

The detailed results of the Project are available in the final report, which gives an account of the work done, and provides a practical manual for other extramural providers. The report concludes (p.30) that 'the future of courses in rural areas depends on how much scarce Departmental time can be allocated to improving their marketing': it is stressed that although marketing is not difficult, it is time-consuming.

Assessment

The Project was innovative in its close attention to the characteristics and educational needs of adults in rural areas, and in its active, village-based marketing methods. It had an immediate effect on enrolments and course development in the Bristol region. This work will be of interest to other EMDs working in rural areas, and its general approach could be applied in other circumstances too.

Future Prospects

Marketing rural courses is not self-funding, and the Project leader's job came to an end when DES Innovative Project funding

ended. It is hoped that ideas developed during the Project will be incorporated into the work of full-time permanent EMD staff, but it is hard to see how a systematic marketing exercise can be extended to the rest of the region in the same depth and detail without specially appointed staff.

-oOo-

EXETER

Department of Continuing & Adult Education
University of Exeter
Cotley, Streatham Rise
Exeter EX4 4PE

DISTANCE LEARNING IN DEVON AND CORNWALL

Project Leader: ANGELA LANGRIDGE

The Project received £17,300 from DES for 18 months from February 1987 - July 1988

Publications
A final report is in preparation.

Enquiries should be sent to the Project leader at the address given above.

Background

The Exeter EMD's region includes the scattered rural communities of Devon and Cornwall, where it has become increasingly difficult to cater for adult students' educational needs.

The Project leader appointed as a part-time research assistant had previously worked as a part-time history tutor in the EMD.

Objectives

This was a research Project to investigate the value of using

distance learning methods in the RB programme. It was hoped to produce a directory of distance learning resources for the Southwest, and to consider the availability of facilities and training, the potential for co-operation with other providers, and attitudes among students. A pilot programme was to be set up and evaluated.

Funding

The DES funding covered the salary and travelling expenses of the part-time research assistant, and a small sum for teaching materials.

Methods

The first 3 months were spent finding out what distance learning resources were already available in the region, and what the potential might be for developing distance learning in particular geographical and subject areas, especially in science subjects. Planning of pilot courses began in May ready for the autumn programme. Pilot courses were run, and recruitment, publicity and teaching methods are to be evaluated in order to produce recommendations.

Outcomes

Difficulties of definition and misunderstanding were encountered in working on distance and open learning. It was also found that students preferred direct contact with a tutor

and other students, and some face-to-face work has been maintained in all the pilot courses. It was found that distance learning in itself does not solve all problems. Finding appropriate tutors in rural areas is still difficult. This difficulty, and the lack of accessible equipment and the lack of demand among students precluded the setting up of any science courses. Three pilot courses were run in the autumn and spring, taught by the Project leader and by internal university staff engaged as part-time tutors. A course on Reading Historical Documents attracted 30 students. The course began with a day school in Exeter, and students met the tutor at three other day schools at monthly intervals. Between these meetings, students worked at home on a pack of documents for transcription, with teaching notes and book list, and transcriptions were sent to the tutor for comments and advice. A similar structure was used for a course in French Studies, based in Truro. It was taught in French, and the distance learning materials included a book and two audio cassettes which were already available in the University. The third course was a Return to Study programme, using the materials produced by an Innovative Project at Manchester (see above, p.19). It was offered on a flexible roll-on, roll-off basis. There were 11 students in regular contact with a tutor who marked written assignments. Some meetings were also held, though these were more difficult to organise for people working to different timetables. Two open learning courses in the

EMD, one of them using distance learning methods, were also monitored.

Assessment

The Project was innovative in the EMD in its exploration and evaluation of distance learning. The pilot courses provided useful experience in teaching, organising, staffing and financing such work in rural areas. It is felt that enthusiasm for distance learning often conceals the real problems. It is believed that the long-term value of the Project will lie in the space between traditional teaching patterns and distance learning methods. The mix of methods worked particularly well for the historical documents course, and may be applicable to other subjects requiring some technical expertise. The Return to Study course was a helpful preparation for prospective OU students, and the Project made an important contribution to a new development of access work in the Exeter EMD.

Future Prospects

It is hoped that the French Studies course will run again within the RB programme, and in conjunction with a residential weekend in France.

The Project is due to finish in July 1988 and the final report is in preparation. The Project leader will then take up a new post in the Exeter EMD with responsibility for developing Access courses.

SECTION II

SCIENCE & TECHNOLOGY - NEW SUBJECTS AND NEW METHODS

II.1 SCIENTIFIC LITERACY

The first University Extension lectures given in 1867 were on The History of Science, and there has been a place for science in the extramural curriculum ever since. Present-day EMDs often have full-time science specialists on their staff, and a thriving programme of science courses, particularly in Natural History and Environmental Studies. However, areas of science requiring a foundation of Mathematics or Physics have been more difficult to establish, and access to laboratory facilities is rarely possible.

Extramural concern for public provision has recently gained a new momentum in the public context of widespread national concern about a shortage of scientists, including science teachers, and about a general lack of public understanding of science. The 5 Projects described here are concerned to develop new conceptual and educational approaches, and to make practical provision for experimental work.

Select Bibliography

ROYAL SOCIETY (1985) The Public Understanding of Science (London: The Royal Society).

OXFORD

University of Oxford
Department for External Studies
Rewley House, 1 Wellington Square
Oxford OX1 2JA

SCIENTIFIC LITERACY FOR THE 1990s - STAGES I AND II

Project Leader: DR MICHAEL SHORTLAND

The Project received: £23,000 (Stage I) and £22,200 (Stage II) from DES for 25 months from November 1985 - December 1987

Publications
Project report: MICHAEL SHORTLAND (January 1988) Scientific Literacy Project 1985-87: A Report, 19 pp.

Copies are available from the address given above.

Scientific Literacy Papers, I (1987).
This journal is available from the same address, price £3 including p & p.

Forthcoming:
FLOOD, R. et al. (ed.) (1988), Let Newton Be! (Oxford: Oxford University Press).

SHORTLAND, M. (ed.) (1988) History of Science and Technology in the School Curriculum (Association for Science Education, and British Society for the History of Science).

Background

The Oxford EMD has 4 full-time science staff and a substantial RB science programme, and in 1985 was planning to set up its own teaching laboratory and new teaching facilities for

---

computing courses. There are also close contacts in the EMD with the Royal Society, the British Association for the Advancement of Science, and similar groups in France and the United States.

A full-time co-ordinator was appointed for this Project.

Objectives

The Project aimed to identify adult students' needs in science and technology, to devise new curricula and new teaching and learning materials, and to set up and evaluate pilot courses. It was also hoped to set up a scientific literacy resource centre and to make contact with scientific literacy initiatives elsewhere.

Funding

The DES funding covered the salary of the full-time Project co-ordinator, administrative and clerical overheads, teaching materials, and survey, conference and publishing costs.

Methods

The Project was supervised by a standing committee. A consultative conference for about 30 people was held at an early stage. A pilot survey was conducted among about 300 students in science classes in seven different EMDs. Interdisciplinary working groups were set up, including members of other EMDs and other participants from science,

education and industry. Pilot courses were organised and monitored. Contacts were made with other researchers, and reports and papers were commissioned.

Outcomes

The early consultative conference helped to identify various components in a concept of scientific literacy which combines technical knowledge with a critical understanding of science in current social and political contexts. The pilot survey among extramural students was an attempt to uncover some of the complexity of public understanding and attitudes. The working groups helped the Project to develop curricular frameworks in the light of the survey findings, and new courses were developed.

Twenty new courses were organised, attracting more than 640 enrolments. Course structure ranged from a short single session, day schools and weekend courses to many series of 10 or 20 two-hour meetings. Subjects included practical introductions to genetics or physics, discussion of the ethics of animal experimentation, approaches to the perception and assessment of risk, and discussion of different frameworks of understanding including the scientific. A 20-meeting course called An Invitation to the Sciences was launched with intensive publicity designed to attract non-traditional students. This course also provided the foundation component in a new University Certificate Course in Science Studies. A

weekend conference was held for science teachers on The History of Science and Technology in the School Curriculum, with financial support from several sources to sponsor teachers to travel to the conference and to pre-circulate many papers. Teaching methods in all the courses involved a considerable degree of student participation, and many courses also included hands-on practical work and the use of new teaching aids.

A Scientific Literary Resource Centre was established in the Oxford EMD. Reviews and papers were published and contributions were made to conferences in Britain, the United States and France. A Project report was produced, and the pilot issue of a prospective new journal was published: included in these two publications are full details and discussions of the Project's work and its developing research interests.

Assessment

The Project was innovative in starting from the attitudes, understanding and experiences of lay people, and in maintaining a close link between research and curriculum development. Although uncertainty about continued funding made it impossible to set up a continuous formal evaluation of courses, there was an encouraging response from the lay public, and in some cases students had their first contact with science and technology and were helped to deal with a

range of issues they had previously been unable to cope with. The Project functioned as a catalyst for teaching and research in many other places, and built up a dialogue amongst scientists, educators and others, which had not existed before.

Future Prospects

The Project's small-scale survey of public attitudes to science helped to secure a large research grant from the Economic and Social Research Council for a much bigger national survey. Linked with that, the Oxford EMD has also held an international colloquium on 'Science in Public'. There is much else that could be developed. A commercial publisher has shown interest in taking over Scientific Literacy Papers as an ongoing journal. It is hoped to extend the work of the Scientific Literacy Resource Centre in research, both quantitative and qualitative, and in the educational development of experiment kits, teaching packs and further courses and seminars. Teams of researchers in France have shown an interest in collaboration. The Project co-ordinator has remained in post until July 1988, with funds from the Oxford EMD itself. Beyond that date, the development of the Project's initiatives depends on finding other funds, and these are being actively sought.

WARWICK

Department of Continuing Education
University of Warwick
Coventry CV4 7AL

SCIENTIFIC LITERACY

Project Leaders: MR TOM SCHULLER (Department of Continuing Education)
DR RACHEL STRACHAN (Departments of Continuing Education and Biological Sciences)
DR JENNY BROWN (Department of Biological Sciences)

The Project received: £9,600 from DES for 12 months from February 1987 to January 1988

Publications

Project report: STRACHAN, R., BROWN, J., SCHULLER, T. (1988) Scientific Literacy and Adult Education, Papers in Continuing Education, No. 2, (University of Warwick: Department of Continuing Education) 11 pp.

Copies are available, price £1, from the address given above.

Forthcoming by the same authors: 'Adult Education and Scientific Literacy: an Innovation with Workshops' in Adult Education.

Other articles are in preparation and will be publicly available in due course.

Background

This Project was built upon the resources and experience of three different departments in the University of Warwick. The new and small EMD had no specialist science staff of its own,

but had developed an extensive RB programme of Open Studies courses, including science courses taught by lecturers from the Department of Science Education. The Department of Biological Sciences is well endowed with capital equipment which it was willing to make available for the Project.

The half-time officer appointed for the Project came from a full-time research post, and as a former Ph.D student in the Department of Biological Sciences had the advantage of first-hand knowledge of its activities, organisation and personnel.

Objectives

The Project concentrated on biological sciences. It aimed to promote understanding of the nature and limitations of scientific enquiry, and awareness of how science relates to everyone's personal and social lives, by providing courses to fill the gap between 'amateur' and 'professional' levels of scientific understanding.

Funding

The DES funding covered the salary of the half-time Project officer, part-time work by tutors, technicians and demonstrators, and materials for teaching and demonstrations.

Methods

A preliminary survey was made of existing science courses in the area. As a new approach to providing attractive

opportunities for adults to explore science, a series of Life Sciences Workshops was held in the laboratories of the Department of Biological Sciences at times when undergraduate demand on laboratory space was relatively light. New approaches were tried in marketing and running the workshops. Students were asked to fill in assessment questionnaires, and courses were repeated and new ones developed taking account of student responses. Seminars were offered as a follow-up to the workshops.

Outcomes

The preliminary survey showed that there was little local provision of short courses in science, except for health and medical subjects, or descriptive approaches to Natural History. Previous attempts at 10-week courses in other science subjects had often failed to recruit sufficient students.

The Life Sciences Workshops were based on the premise that laboratory work would be attractive, and would give students a true appreciation of the methods and limitations of scientific enquiry. Workshops subjects (Human Genetics, Microbes and Man, The Science of Growing Plants) were chosen for their familiarity to the public through the media and everyday interests. Six workshops were arranged, spread over two terms, and attracted 77 enrolments. Two different formats were used: a weekend course, or a series of 4 evening sessions. Student numbers were limited to 20 for each

workshop, and there were one or two tutors and two or more demonstrators for each group. Each student was provided with a specially prepared booklet with diagrams and simple explanations of principles and experimental procedures. Other materials and equipment were prepared by the laboratory technicians. The emphasis of a workshop was upon a planned programme of practical work done by the students themselves, and supplemented by talks, demonstrations, models and photographs as the laboratory work generated discussion and theoretical questions. Students' assessments of the workshops led to some modifications, and students' enthusiasm led to the organisation of follow-up seminars, as well as impromptu tours of the Department's laboratories.

The Project report gives a thorough account of the approaches, methods and materials used, which would be helpful to anyone planning similar courses. Details are also given of feedback from students and staff, and the costs of the workshops.

Assessment

The Project enabled the development of a new collaborative link between departments. It was also innovative in its emphasis on hands-on work in the laboratory, and in its development of short-course formats. Timetabling was constrained by EMD publicity deadlines and by demands on laboratory space, and one workshop and two seminars planned

for the beginning of the autumn session had to be cancelled because of low enrolments, but otherwise recruitment was regarded as a considerable success in a subject area which had often been unsuccessful before. Student response was encouraging. Tutors and demonstrators (who included postgraduate and post-doctoral students) found working with adult students challenging but enjoyable, and some tutors have gone on to suggest scientific literacy as a topic for undergraduate project work. It is felt that laboratory-based courses could be developed in other subjects and other universities, though the scope of the work would depend on the resources available, and a department's attitude to their wider use.

Future prospects

Continuity of staff and new funding have made possible some further work during 1988. A one-year joint appointment between departments has enabled the Project officer to spend some time on this work alongside other duties. A further series of workshops and seminars has been organised, repeating some courses and introducing new ones. These courses have been funded partly by an increase in student fees, and partly by subsidy from the Department of Biological Sciences which has some earned income beyond its UGC funding. Further development is felt to be desirable, particularly in attracting science teachers, science access students and OU students to gain hands-on laboratory experience.

BIRMINGHAM

Department of Extramural Studies
University of Birmingham
P.O. Box 363, Birmingham B15 2TT

DEVELOPMENT OF PHYSICAL SCIENCES, MATHEMATICS & COMPUTING AS EXTRAMURAL SUBJECTS

Project Leader: DR GORONWY TUDOR JONES

The Project received £6,350 from DES for 36 months from August 1985 - July 1988

Publications
A report will be made when the products of the Project have been used for 2-3 years.

Background

Since 1982 the Birmingham EMD has had a Lecturer in Physical Sciences, Mathematics and Computing, appointed to undertake a major development in these subjects as part of the extramural programme. The Lecturer is an experimental scientist working in particle physics and involved in research in the University's Department of Physics and at CERN. His previous teaching has included fundamental physics courses for arts students at Berkeley. Under his management there is a growing number of courses in physical sciences, and some development, though slower, in applied science and mathematics. Some

courses take place in Birmingham, where visits to the Department of Physics can sometimes be arranged on Saturdays, to observe laboratory work and to give students hands-on experience at the High Resolution Graphics Terminal. For students at other centres in this RB area, such as Worcester or Shrewsbury, even this occasional contact with laboratory work is impossible.

Objectives

The Project's aim was to develop specially designed and transportable equipment so that physical science teaching can be focussed on observation and experiment, wherever the courses are held. The Project was thus a contribution to a programme which seeks to achieve scientific literacy by doing science. Extramural courses begin with pure science, which is found to be much more popular than technology, and which is regarded as a prerequisite for understanding applied science and technology. The emphasis is upon experiments to demonstrate mundane phenomena (such as the way magnets turn electric currents) which can then be shown to play crucial roles in more exotic situations.

Funding

The DES funding has been used for the provision of portable experimental apparatus and other equipment, and for subscriptions to scientific journals.

Methods

The EMD Lecturer in Physical Sciences, Mathematics and Computing was the Project leader responsible for the design of special apparatus which was made to his specifications by an expert electronic technician.

Outcomes

Several pieces of electrical equipment have been designed and constructed. A telescope has been provided, and a low-power helium/neon laser. There are plans to make portable sets of simple equipment which can be loaned to students for home experiments. Scientific American and The Physics Teacher are taken regularly, and back numbers are to be purchased: these journals are found to be an excellent source of ideas for making science accessible.

Assessment

The Project's immediate and innovative effect was to give students in physical science classes more opportunity for observation and experiment. It is believed that similar provision in biological sciences would also be worth considering. The success of the Project will eventually be judged in terms of its contribution to the quality of science courses in the Birmingham EMD, and to the numbers of students who are attracted.

Future Prospects

It is felt that the development of science as an extramural subject needs regular funds for the provision of equipment.

-oOo-

SURREY

Department of Educational Studies
University of Surrey
Guildford GU2 5XH

LEARNING WITH UNDERSTANDING IN SCIENCE & TECHNOLOGY

Project Leader: DR J. E. HOBROUGH (Academic Co-ordinator, Adult Education)

The Project received: £22,269 from DES for 27 months from August 1985 - October 1987

Publications

Project report: HOBROUGH, J. E., et al. (1987) Learning with Understanding in Science and Technology, 63 pp. + appendixes 126 pp.

The report is available through the Department of Educational Studies. Enquiries should be sent to the address given above.

BLACK, T. R. (1987) 'CAL Delivery Selection Criteria and Authoring Systems', Journal of Computer Assisted Learning, 3.

HOBROUGH, J. E., 'Investigation of Muck', accepted for the British Ecological Society Conference in July 1988.

Background

Through the Guildford Institute of the University of Surrey (formerly the Guildford Mechanics' Institution) the University has links with a long history of science and technology education in the locality. Its present-day RB programme is

---

offered in the Guildford Institute and in Adult Education Institutes throughout the county, where the Project's new materials could be piloted. This Project involved various groups and individuals within the Department of Educational Studies, including the Division of Adult Education, specialists in Science Education, and the Computer Assisted Learning (CAL) Unit.

Individual full-time staff in these areas were included in a large steering committee, and two research officers were appointed to share a half-time job for the Project in the CAL Unit.

Objectives

The Project began with two main objectives: to enable adult students to develop their learning strategies, and to provide appropriate learning materials, in order to help overcome the many barriers to the understanding of science. As the work progressed it became clear that time should also be given to training tutors in the use of the new methods.

Funding

The DES funding covered the research officers' salaries, secretarial support, software, and travelling and other expenses.

Methods

The Project's work on learning strategies was developed from Novak and Gowin's ideas on concept mapping. These ideas were explored in tutor training sessions and were also applied to the development of new learning materials. The materials took the form of a CAL package which combined one repackaged published program with three new modules especially written for the Project. The package introduced scientific concepts and used new technology to bring 'Science by Stealth' into a variety of non-scientific courses. Responses from students and tutors were monitored.

Outcomes

Concept maps, which show key ideas in diagrammatic form and allow connections between ideas to be clarified, were developed as tools for assessing learning needs, negotiating a curriculum, and evaluating learning.

A CAL package was developed for IBM-compatible PCs. The package focussed on the concept of energy, and related this to problems of home heating at different periods of history, exploring such topics as energy transfer and energy consumption. The package included a data base, simulations and a Computer Aided Instruction support system, integrated by the Mentor II Authoring System. It made extensive use of graphics, and was designed to be user-friendly for students unfamiliar with computers. Its four separate modules could be

covered in any sequence, and it offered a choice of levels of mathematical difficulty. The package was intended as an adjunct to other teaching, and was piloted in a number of courses in historical and environmental studies. A number of evaluative techniques were adopted to assess the attitudes of students and tutors to the package. Three training sessions for tutors gave opportunities to develop skills in using concept maps and in authoring CAL packages.

A very extensive report on the Project gives an account of the work, including full technical details, and discusses the conceptual and educational issues that were explored.

Assessment

The Project was innovative in its integration of learning strategies, CAL and adult education concerns. It was considered in general to have been worthwhile and helpful, though there may be problems in using CAL materials in cases where students are more computer literate than their tutors. The Project was a major contribution to the development of a research base in the EMD, and was an important stimulus to staff development. It is also felt that concept mapping and CAL packages could be used across the curriculum, not just in science and technology.

Future Prospects

It is expected that the work done on the Project will continue

to contribute to curriculum innovation and tutor training. The Project also raised the question of how CAL can be used to complement teaching and how it can be integrated with other educational approaches, but funding is not available at present to follow up this question.

-oOo-

II.2 INFORMATION TECHNOLOGY

Most of today's adults had no access to computers in their schooling, and there is a clear need for many of them to acquire new technical skills and to understand the implications of this pervasive new technology. In the last five or ten years a number of EMDs have introduced computing and computer studies into their programmes, and have found this to be one of their fastest growing areas. Further new initiatives are still called for, as the speed of change in the technology itself creates new problems to be solved: how to update expensive equipment, how to fund suitably qualified tutors, and how to realise the potential of the new technology for the benefit of all members of society. Seven of the 8 Projects included here aimed in different ways to improve and extend provision. One Project was responding to the effect of new technology on roles and relationships in the workplace.

Cross References

One of the Projects in the previous group (II.1) included a major Computer Assisted Learning element (see p.123).
For other Projects which included Information Technology concerns or courses, see also pp. 24, 50, 55, 89.

Select Bibliography

BOSTOCK, S. J. & SEIFERT, R. V. (eds.) (1986) Micro computers in Adult Education (London: Croom Helm).

GERVER, E. (1984) Computers and Adult Learning (Milton Keynes: Open University).

HOCKEY, S. W. (1980) Guide to Computing Applications in the Humanities (London: Duckworth).

SAUNDERS, P. (1984) Micros for Handicapped Users (Whitby: Helena Press)

129

SUSSEX

Centre for Continuing Education
Education Development Building
University of Sussex
Falmer, Brighton BN1 9RG

INFORMATION TECHNOLOGY IN LIBERAL ADULT EDUCATION

Project Leaders: FRED GRAY and ERICA TOWNER
(Project Directors)
CELIA GRAEBNER (Project co-ordinator, now at Continuing Education Unit, Thames Polytechnic)

The Project received: £19,090 from DES for 18 months from October 1985 - March 1987

Publications
The Project report is in preparation. Enquiries should be sent to the address given above.

Background

The Sussex EMD was about to be relocated in a new continuing and professional education area of the University, where there was considerable expertise and a range of facilities in IT and computing. Courses in these subjects, provided both by the EMD and by other agencies in adult education, had developed rapidly but in an unplanned way over the previous 5 years. There were unanswered questions about the quantity and quality of provision, its distribution, and access to it.

The Project was directed by EMD full-time staff, and a part-time (0.75) Project co-ordinator was appointed.

Objectives

The Project's aims were to assess current provision in IT and computing by all the local agencies, and to look at ways of improving and extending the provision to meet the needs of new groups of students.

Funding

The DES funding covered the part-time Project co-ordinator's salary, part-time tutors' fees and expenses, secretarial support, publicity and the dissemination of results.

Methods

A review of current provision was undertaken, involving collaboration with other local agencies (LEAs, colleges of technology, the Brighton Friends' Centre, MSC-funded ITEC organisations). A pilot study of students on beginners' courses examined their awareness and expectations. This study helped in planning pilot courses, and in preparing a more extensive survey of students and tutors in 17 courses. Courses were developed using new content, teaching methods, timing and locations. The courses were monitored.

Outcomes

Meetings were held, in many cases for the first time, with other providers in Sussex and with other EMDs. A programme of courses was organised, using a number of different formats (10 or 5 week series, weekend workshops, day schools or linked series of days). Course content included beginners' courses, desktop publishing, computer programming, computer communications, and computer assisted learning. Some courses were offered for specific groups: community organisations, local historians, social scientists, geographers, history teachers and nature conservation workers. One course was developed jointly with Brighton Polytechnic. Some courses were held in the centre of Brighton and others on the University campus. Course members on the campus were offered some access to the computers outside class times, for a small charge. A Project report on the initial surveys and on the courses themselves is in preparation.

Assessment

The Project was innovative in its development of new patterns of provision and its contact with new groups of students. New links were made with Brighton Technical College and Brighton Polytechnic. This was the first assessment there had been of IT work at Sussex, and it was felt to be important to devote thought and resources to a fast developing area of technology with considerable implications for education. Similar courses

could be mounted in other places where suitable equipment is available.

Future Prospects

The Project co-ordinator remained in the EMD until 1988 and it was therefore possible to continue much of the work into another academic year. Further development will depend on availability of staff.

-oOo-

KENT

School of Continuing Education
University of Kent at Canterbury
Rutherford College
Canterbury, Kent CT2 7NX

USING COMPUTERS IN LIBERAL ADULT EDUCATION CLASSES

Project Leaders: DR D. GOLDMAN (Literature)
DR I. R. SWINGLAND (Ecology)

The Project received: £21,000 from DES for 12 months from August 1985 - July 1986

Publications
A Project report (11 pp.) was prepared for the DES, and copies are available on request from the address given above.

Background

The University of Kent had introduced computers into undergraduate courses in various disciplines, and offered joint Honours courses in Computing and Humanities. The EMD itself had also been building up some resources in staff and equipment for a programme of computing courses. There were several full-time EMD staff and recent Kent graduates involved in the Project. Specific expertise in computing was provided by a specially appointed full-time Project officer.

Objectives

The Project was intended to bring adult students who would be unlikely to enrol on computing or IT courses into contact with computers through their interest in other subjects.

Funding

The DES funding covered the full-time Project officer's salary, the purchase of software, and a contribution to the installation costs of linking the EMD's BBC and Apple systems to the University's mainframe computer.

Methods

Two subject areas - Literature and Ecology - were chosen, which were likely to be popular with extramural students, and in which computers are widely used for academic research. A year-long course was set up in 'Literature and the Computer', to try to overcome students' aversion to the new technology by showing them the benefits to be gained in their own area of interest. In Ecology the computing work was used in two different contexts. Adult students on a new 3-year Diploma course in Ecology were introduced to computers as analytical tools for ecological management. Computing was also used in a field-work course on bird ecology, designed for unwaged students in local Adult Education Centres and the WEA. Computers were used here for logging data, analysing results and setting up statistical models.

Outcomes

The Literature class ran for 29 weeks with 10 students, most of them very experienced in literature but complete novices in computing. Early meetings were divided between the traditional analysis of literary style and an introduction to basic concepts of computing and hands-on experience. In the second term the work in the two areas was combined, using STYLE, DICTION, CONCORDANCE and other programs applied to literary texts, and discussing the relative value of traditional and computer analysis. Later work included word processing, statistical significance, a poetry generating program and information retrieval. The Project officer also offered day schools to introduce part-time tutors to word processing.

In Ecology the 18 Diploma students were given instruction in computing, word processing, data processing and elements of information technology, as preparation for further use of computers and statistics in their research year. The bird ecology course lasted for 30 weeks and involved 32 students. This course was part of an ongoing tutorial class doing research to try to explain why rooks travel long distances to roost together in large numbers at night in winter. Birds had already been caught and ringed and their movements observed. The computer course enabled all observations to be put on pro forma designed by the students and fed into a data base specially designed by the Project officer. This was loaded on

a BBCb computer using a light pen to read bar codes on the forms, enabling students to sort information quickly and efficiently. A further program was developed so that data could be visualised to give a clear idea of rook movements.

The Project report gives details of methods and syllabuses, and an account of results and lessons learned.

Assessment

This Project was innovative in bringing computing expertise into new disciplines and in opening up access to such expertise for new students. The literature course was felt to be an undoubted success as a pilot course, though problems were encountered in costing and in structuring the syllabus to meet the needs of novices. Ecology students on both courses gained in confidence and knowledge, and there was a sense of achievement in contributing to scientific research. New programs were written. It was felt that similar work could be done elsewhere provided equipment and skilled staff were available.

Future Prospects

Funding was not available for further development of these particular pilot schemes. However, the interest aroused among students and tutors led to a number of other initiatives. New courses were organised in computing for women. Students from the Literature course have taken up MSc and Diploma studies in

computing and IT. A research group has been set up to work on literary attribution. Day schools in word processing have been held for tutors and Diploma students. Computing skills gained in both the Ecology courses have enabled some students to find jobs. Ecological research on movement patterns in animals is continuing with SERC funding.

-oOo-

HULL

School of Adult and Continuing Education
University of Hull
49 Salmon Grove, Hull HU6 7SZ

THE USE OF COMPUTER FACILITIES TO DEVELOP ECONOMIC UNDERSTANDING

Project Leaders: DANIEL VULLIAMY, M.A.
CHARLES FERGUSON, M.B.A. (now at Department of Banking, University of Ulster, Coleraine, Co. Londonderry, N. Ireland)

The Project received: £16,950 from DES for 12 months from January - December 1987

Publications
Quarterly Project reports and a detailed review of the first pilot course are available from the address given above.

Publications are planned for The Industrial Tutor and Trade Union Studies Journal in 1988.

It is also intended to market computer disks featuring spreadsheet applications for use in trade union education with supporting written exercises and tutor notes.

Background

The Hull EMD had links with the University's Department of Economics and Commerce, where several lecturers were involved in the commercial production of computer-aided programmes for undergraduates. The EMD also has its own Industrial Studies Unit, which has provided courses for trade unionists for more

than 20 years. In trade union education as a whole there had been recent encouragement from HMI to increase the use of computers and the teaching of economics.

The Project was staffed by a full-time lecturer in Applied Economics in the EMD's Industrial Studies Unit, and by a part-time Project officer seconded for this work.

Objectives

The original objectives were to develop economics and related courses and to produce computer based materials for enhancing computer literacy and appreciation of the role of economics in contemporary society. Before the work began there was a change in the arrangements for staffing the project. The new Project leader from the Industrial Studies Unit suggested changes in the objectives, which were agreed with DES. The new objectives focussed on the need to enhance computer awareness within trade union organisations, to develop the awareness, skills and confidence of individual trade union representatives on the applications of computers in industrial relations, and in particular to improve the effectiveness of trade union negotiators in collective bargaining where spreadsheets are used by management for financial planning.

Funding

The DES funding covered the salary and expenses of the part-time Project officer, part-time tutors' fees, software, and

access to computer terminals in the Department of Accounting. Student fees were at a subsidised rate.

Methods

A survey was carried out of other pioneer work in computer literacy for economic awareness. Contacts were maintained with the small handful of other providers in the country engaged in this work. Pilot courses were run and monitored. They were designed to comply with legislation entitling trade union representatives to paid release for training relevant to industrial relations. The courses were advertised in the local press and to trade union contacts and former Industrial Studies students.

Outcomes

Two pilot courses and a day school were run, each with 2 tutors, and 5 or 6 students from manual industrial unions. Each student had individual use of an IBM-compatible PC and industry-standard software packages. The pilot courses were 5-day workshops for students on block release from their jobs. The courses offered an introduction to Information Technology, hands-on experience of current computer applications, and a problem-solving approach to case studies using computer based material on pay negotiations, company relocation, job evaluation, manpower planning and the restructuring of working hours. New teaching materials were developed and the

experience gained was reviewed and reported. The short day school was concerned with the implications for trade unions of the Data Protection Act.

Assessment

The courses provided were the first of their kind in Yorkshire and Humberside. They were educationally innovative in offering a tailor-made approach to computer literacy for specific purposes rather than a general course in computer literacy for its own sake. The Project was seen as a contribution to better industrial relations and industrial democracy, and to development work within trade union education. Success in these areas can only be judged in the longer term, but student response was positive and the courses were found relevant to trade union and workplace situations. If day release could have been arranged, the tutors would have preferred to spread the course over several linked day schools. It was recognised that courses with individual access to computers and a high tutor-student ratio are expensive, but it was thought that such work could be done elsewhere, and that the 'tailor-made' approach to computer literacy education would be relevant to other groups as well as trade unionists.

Future Prospects

It is hoped to make known the results of the Project through

publications and through the TUC Education Service, the WEA and the Society of Industrial Tutors. It is also intended to develop some of the materials in marketable form. It is expected that future courses will have to meet the same costing criteria as other extramural courses.

-oOo-

DURHAM

Department of Adult & Continuing Education
University of Durham
32 Old Elvet, Durham DH1 3HN

EDUCATION/TRAINING COURSES FOR SUPERVISORS ON TECHNOLOGICAL CHANGE AND ITS EFFECT ON WORKPLACE ORGANISATION AND RELATIONSHIPS

Project Leader: DR D. BRIGHT

The Project used about two thirds of the £18,966 allocated by DES originally for 24 months from August 1985 - July 1987, and then for a further period to March 1988.

Publications
Final report by PAUL RATHKEY (December 1987), 38 pp.

The training audit and the distance learning material developed by the Project are also available.

Enquiries should be sent to the address given above.

Background

Some of the Durham EMD full-time staff already had an established reputation for industrial relations courses for trade unionists, and in-plant courses for companies. They were aware of a growing need to develop training on technological change and its effects for supervisors as well as management.

The Project was directed by a full-time Lecturer in the

EMD, and other specialist tutors were engaged for part-time teaching, report writing and visits to companies.

Objectives

Though this Project relates in interesting ways to the others in this Information Technology group, its purpose was not to set up IT courses, but to develop organisational and social skills. It was a pilot training scheme to enable supervisors in industry and commerce to cope with technological change and its effect on their own roles in the workplace.

Funding

The DES funding covered payments to part-time staff, and some secretarial support.

Methods

Pilot training courses were devised, based on an assessment of the training needs of supervisors both generally and in particular contexts. Evaluation was carried out by questionnaires to participants, by employers, and by the Project tutors. Courses were developed and adapted as the Project progressed.

Outcomes

The assessments of supervisors' training needs made it clear that supervisors are being expected to take on a variety of

managerial-type functions. Computer-control of processes has reduced the need for foremen to check progress, inspect quality and solve technical problems. Supervisors are increasingly expected to act as line-managers with skills in communication, motivation and man-management.

The courses developed by the Project covered such areas as changes in technology and organisation, handling conflict and stress, problem-solving, motivation, leadership and group decision-making. Pilot courses were held in three different contexts. First-line supervisors in a chemical company were offered in-plant training in three intensive 2-day modules. The course was repeated for four groups of 8 students. A similar course was held for an electrical goods company. This was a two-stage residential programme away from the plant. The course covered 6 days in all, and was run for two groups of 6 students. Course materials were also developed for senior secretaries and technicians in Durham University. The Project report gives an account of the methods used, and of the two industrial courses and their effects. It also includes a detailed discussion of the changing roles of supervisors. The audit used for assessment of training needs is also available. A distance learning package was developed to provide a link between shop-floor experience and training in man-management and inter-personal skills. It was designed to be used either as a self-contained course, or to provide preparatory training which could be built on during a more

comprehensive, tutor-led training course.

Assessment

Very little else of this kind had been done in the Durham region, and the Project enabled the EMD to develop approaches it had not used before. It was felt to be valuable as a contribution to better employment relations by producing better supervisors in a variety of work settings. It also increased the University's credibility and standing in the region, and the EMD's range of contacts. The courses reduced the participants' fear of new technology, and led to some changes in working practices and training in the companies concerned. It was felt that the skills taught were likely to be long-lasting and to be transmitted by the trainees to their colleagues.

Future Prospects

It is expected that variants of the training programmes developed here will continue to be part of the Durham EMD programme. The Project leader is now seconded to the University as Staff Development Officer.

-oOo-

LEEDS

Department of External Studies
School of Continuing Education
University of Leeds
Leeds LS2 9JT

PART 1: WOMEN & NEW TECHNOLOGY COURSES
PART 2: TEACHING NEW TECHNOLOGY TO SPECIFIC GROUPS

Project Leaders: MIRIAM ZUKAS
JANE PILLINGER (now at Leeds Polytechnic)
BARBARA SIDDALL

The Project received £15,000 from DES for 15 months from February 1986 - April 1987 (Part 1) and £18,000 for 15 months from February 1987 to April 1988 (Part 2).

Publications
A paper was prepared for the British Sociological Association Conference in 1987. Further articles are planned. A final Project report is in preparation (May 1988).

Enquiries should be sent to Miriam Zukas at the address given above.

Background

The Leeds EMD already had experience of teaching New Technology and Computing courses which provided a study of new technologies and their impact as well as computing experience. In 1984 the programme had included two pilot courses for women only, with women tutors and childcare arrangements, and a syllabus designed for women with little or no experience or

---

confidence in science and technology.

The full-time EMD Lecturer responsible for these pilot courses also directed the new Project, and a half-time research assistant was appointed, who had a background in Social Policy research, and personal knowledge of community politics and women's groups in Leeds.

Objectives

This Project aimed to pioneer New Technology courses for groups who would not normally attend such classes. In Part 1, the aim was to make links with local centres where courses for women could be developed. The curriculum was to be a broad-based one which could also be adapted for other groups with special requirements. It was also hoped to develop the curriculum to lead to opportunities for access to higher level courses. Part 2 was designed to build on the first year: to continue work with women's groups and extend it to other groups, and to disseminate experience through staff development, teaching materials and a conference.

Funding

The DES funding covered the half-time research assistant's salary, part-time tutors' fees and expenses, publicity and dissemination, software and other teaching materials, and staff recruitment costs.

159

Methods

In the first three months of the Project the research assistant was engaged in finding tutors and venues for courses. The Project offered teaching, and negotiated with local centres for the use of at least 8 computers, creche facilities and publicity in most cases, and sometimes extra teaching support for special needs. Publicity was based on local areas, and free taster sessions were held one week before each course began. The research assistant was in frequent contact with tutors for tutor support and development, the sharing of teaching materials and methods, and monitoring of courses.

Outcomes

The Project worked mainly with LEA adult education centres. Other local agencies were also involved in some cases. Five tutors were appointed, and some classes had the support of two staff. In Part 1 of the Project 6 day-time courses and 2 evening courses were run in 2-hour sessions over 24 weeks. They were located in widely different areas of the city. Five courses were fee-paying (with concessions for claimants) and three were free to students. It was hoped to recruit up to 16 students for each course. Most of the courses recruited well and in some cases enrolments could have been very much higher if there had been no restriction on numbers. Some students were redirected to other courses on campus. In two centres,

LEA tutors provided support teaching to help with problems of literacy or English language. It was found in general that the educational background of students was often limited, and the level of teaching had to be more elementary than had been expected.

On the basis of this first year's experience, 13 courses were offered in Part 2 of the Project. Three courses were for women who had attended a course in the previous year. Four were new courses for women. A course on Opportunities for Women in Technology was developed in collaboration with the Open University, and designed to be suitable preparation for prospective students for the OU Technology Foundation Course T101. A course for students from ethnic groups, with help from a language tutor, offered an opportunity to study the impact of technology on society. A computing course for physically disabled adults was run in conjunction with the LEA and the Cheshire Home where the students lived. A course for deaf adults was taught by a deaf tutor.

Both parts of the Project were monitored and documented. A report is in the final stages of preparation, giving details of the Project's methods and outcomes.

Assessment

Non-vocational, part-time, local computing courses for women and other specific groups were an innovation in the Leeds region. The curriculum was expanded and developed, and a bank

of software and other resources was built up. There was considerable student demand for the courses, though the students' inexperience and the lack of skilled tutors restricted the development of higher level work. In general the negotiations with other agencies were successful. The existing good relations with the LEA were strengthened and some other providers went on to provide their own computing courses for specific groups. The Project has encouraged both the EMD and the LEA to consider further provision of this kind. It is felt that the courses themselves would be transferable to other contexts, though monitoring and evaluation requires extra resources.

Future Prospects

The part-time research assistant left to take up a full-time post in September 1987. She maintained a small involvement in the work, and a part-time tutor was invited to take over some of the administration. In accordance with the Leeds EMD's policy on pioneering work, it is hoped that some of the more elementary courses will be run in future by the LEA, and that the OU will take over the preparation course for T101. The EMD itself expects to be involved in further new development work, and in higher level courses. The Project leaders will be contributing to a UCACE seminar on New Technology and Adult Education to be held in November 1988.

NOTTINGHAM

Department of Adult Education
University of Nottingham
14-22 Shakespeare Street
Nottingham NG1 4FJ

COMPUTER COURSES FOR PHYSICALLY HANDICAPPED ADULTS

Project Leader: DR R. W. JOTHAM

The Project received £15,544 from DES for 24 months from October 1985 - September 1987

Publications
Reprints of the following articles are available on request from the Project leader at the address given above:

CLAY, J. B. et al. (1988) 'NewLink with Computers', British Journal of Special Education, in press.

COOKE, B. J. et al. (1987) 'The NewLink Project', International Journal of Lifelong Education, 6, pp. 241-9.

JOTHAM, R. W. (1987) 'The NewLink Project: Computer Studies for Physically Handicapped Adults', Proceedings of the Conference of the National Bureau for Handicapped Students.

Three papers on 'Adults with Learning Difficulties in the NewLink Project' are to be published in Educare in 1988:

Part I: BUSBY, M. et al., 'The Clay Cross Model'.
Part II: JOTHAM, R. W. & LEICESTER, D., 'The Derby Model'.
Part III: JOTHAM, R. W. et al., 'Student Progress at Cressy Fields, Alfreton'.

Also available:
ELLIS, M. M. et al. (1986) The Wordwise Plus Dictionary Program (University of Nottingham Department of Adult Education), Price £12.50.

Background

The Nottingham EMD had built up over several years considerable resources of equipment and experienced tutors in Computing Studies. A few pilot courses had been run for groups of adults with special needs, but student fees for such courses cannot cover the cost of high quality computer courses, and special funding was required to provide a bigger programme more in keeping with the needs of the region.

This extended programme was overseen by a newly-appointed Leverhulme Research Assistant, under the supervision of the EMD's full-time computer specialist.

Objectives

The programme, named 'The NewLink Project', was concerned to provide a wide range of computer-based educational and training opportunities for disabled adults within a framework of linked sub-projects in the East Midlands. It was decided not to operate any selection process, and the Project eventually worked with students with a wide range of intellectual ability.

Funding

The NewLink Project was only possible with support from many different sources, notably the Leverhulme Trust, and including also UGC and DES grant for full-time EMD staff, the University for purchase of hardware, various charities for gifts of

hardware, the LEAs for facilities, and various sources for teaching materials. The DES funding covered extra tuition costs, rental of hardware and some software and publicity.

Methods

Classes were set up at local centres where there was appropriate access for disabled people, and where medical and counselling support was available. Extensive liaison was necessary with the centres themselves and with the Social Services Departments of Derbyshire, Lincolnshire and Nottinghamshire County Councils. Transport was arranged through these Departments. Some centres already had computer equipment; computers were provided or added where necessary to provide typically 8 BBC microcomputers and peripherals in each centre, with a range of aids for keyboard access and a large software library and other teaching materials. Some classes with less able students were double-staffed, with further support from centre staff and other able-bodied helpers.

Outcomes

Classes were held in 6 different centres in three counties. They included local authority residential and day Centres for the disabled, an Adult Training Centre, and an F.E. College Education Support Centre. During the two years of the Project 300 disabled adults aged between 18 and 75 took part in the classes. There were also some professional or voluntary

carers and other able bodied students in integrated classes. Stage I courses for beginners offered a wide-ranging introduction to computer applications including wordprocessing and the use of a simple database. About 60% of the students continued to Stage II, which included programming, financial management, graphical packages, robotics and electronic communications. This could lead to a third stage of practical and often pre-vocational work on individual projects. Class numbers were kept small with personal guidance for individuals, and there was access to computers between classes. Efforts were made to involve Centre staff themselves as students and helpers.

A major new piece of educational software was developed to help students who use a keyboard emulator or who can only work slowly. Using the programming facility of Wordwise Plus, a Dictionary program was written in which up to 8000 fully editable words and some longer phrases can be accessed with a limited number of keystrokes, giving disabled users the advantages of speed, reliability in spelling and access to a bigger lexicon.

The work of the Project is detailed in a number of publications.

Assessment

There had been no previous work of this kind except in small local projects. The Project made available the necessary

facilities and educational expertise, presented at a pace suitable to disabled students' reduced mobility and manipulative skills. The project was very successful in terms of the number of students reached, and provided striking evidence of the scale of the need for such work. The students all benefited in terms of their own self-esteem. Eight disabled students now have full or part-time employment as a result of the courses, and several others can communicate effectively for the first time in their lives. It is hoped that the Project has helped to increase the general awareness of the possibilities of IT for disabled people, and though demands on staff time are very heavy it is felt that such work should become widespread within other local patterns of provision.

Future Prospects

It is intended to continue this kind of work in the Nottingham EMD's region (unless future conditions for grant aid should make small classes impossible). The programme of NewLink courses at present (1988) includes 26 courses at 6 centres, with 175 disabled and 48 able-bodied students enrolled.

-ooo-

KEELE

Department of Adult & Continuing Education
University of Keele
Keele, Staffordshire ST5 5BG

INFORMATION TECHNOLOGY FOR DISABLED ADULTS

Project Leader: DAVID COLLINS

The Project was offered: £28,834 by DES for 36 months from October 1986 - September 1989

Publications
'Quinkey' Tutorial Software - available for BBC Microcomputers on receipt of 5.25" floppy diskette.

Publications pending:
Evaluation of Teaching Project for Disabled Adults (Autumn 1988);
Evaluation of remote 'Bulletin Board' courses (Autumn 1988).

Enquiries relating to publications should be sent to David Collins at the address given above.

Background

The Keele EMD had for some years been developing experimental teaching programmes and related research in computer studies. This work had been developed by full-time EMD staff in various disciplines. With partial funding under the Innovative Projects scheme, a 3-year Lectureship in Computing Science was established.

Objectives

The Lecturer was appointed with responsibilities for both teaching and research. His brief for the Project was to find pedagogical and software solutions to the special problems and opportunities of using computers with adult students. In particular, the EMD hoped to extend its interest in special groups by using microcomputers as an aid to learning for physically handicapped adults.

Funding

The DES funding covered a proportion of the total costs of the 3-year Lectureship.

Methods

The Project Lecturer maintained and developed the extramural computer studies programme. He also contacted other researchers and organisations working with microcomputers for physically handicapped students, and began work on the modification of software, the provision of special courses, and the development of distance learning using a microcomputer based bulletin board.

Outcomes

Extramural courses in computer literacy and introductory programming were set up for the first time at Lichfield. Opportunities for more advanced courses were found to be

developing at Keele.

Contact was made with both regional and national organisations and computer projects concerned with physically handicapped students, including the Nottingham University 'NewLink' Project (see above, p.153). In conjunction with a colleague in FE, the Lecturer organised a one-day seminar for about 30 people working in this field. A formal group on Microcomputers and the Handicapped was set up, to hold regular meetings for sharing skills and knowledge.

There is a wide range of software developed for the disabled, but mostly for educational use in schools. The Lecturer assisted in amending such software for adult use, and also in modifying the hardware and firmware features of particular microcomputers. There was also found to be a need for software which could be used to train disabled people in the use of alternative input and output devices. The Lecturer worked on the development of a training program for the 'Quinkey' keyboard emulator, which is being distributed free of charge by the National Foundation for Communication for the Disabled.

Several beginners' courses in computer awareness and training were held for disabled adults in collaboration with the Spastics Society, and with help from other charities for purchasing hardware. Student enrolment included individual meetings with one of the course tutors to discuss the course and any transport or equipment needs.

In 1988 several distance learning courses in computing subjects have been launched, using a microcomputer based bulletin board as the medium of communication between tutors and students. Although these are not specifically designed for the disabled, it is hoped that the courses will provide a valuable insight into how such methods might be used to help students with mobility and sensory problems. Recruitment has been through a national magazine, and all participants need to have a personal computer equipped with a suitable modem. Access is via Standard British Telecom telephone lines. Students receive introductory software and documentation, including a telephone number and password for the system. Once a week tutors upload course notes, example programs and tutorials onto the host machine at Keele, and this material is then available for students to download and use for private study. The bulletin board software also enables students to upload completed exercises to their own private area of the board, and to receive tutors' comments, or to communicate with other students via a public area. There is a general area for messages among participants on all the courses in the scheme. The bulletin board logs all calls, allowing an appraisal of the use of the system.

Assessment

The Project was innovative in the Keele EMD in its focus on special provision for disabled adults. The development of

distance learning through bulletin boards is a new area of development. Courses were very successful, and most participants went on to seek further IT skills or IT related employment. The Project is expected to increase the general awareness of the benefits of IT in an area where no organisation is effectively meeting the training need.

Future Prospects

The Project is continuing to September 1989. Evaluations of the courses run so far are being prepared for publication. Requests have been received for bulletin board courses in other subjects. The Project has led to new work with the West Midlands Regional Management Centre based at the North Staffordshire Polytechnic in a large ESF-funded project to develop electronic mail for vocational training in IT for disabled adults. The Keele EMD intends to offer a full-time post in Computing Science when the DES Project funding ends.

-oOo-

II.3 AUDIO-VISUAL TECHNOLOGIES

The initiative in developing new communication technologies in British university adult education has so far lain mainly with the Open University. However, other universities also have resources for audio-visual work, and the 5 Projects described here show EMDs developing new work with adult students in audio-conferencing, cable television, video and tele-visual literacy.

Cross References

A Project developing video in the deaf community is described in Section I.4 (p.59). Another Project with disabled adults (p.50) included some video work. Developments out of one of the urban area Projects (p.89) included work with local cable television.

Select Bibliography

MASTERMAN, M. (1983) 'Television Literacy and Adult Education' in TIGHT, M. (ed.) Education for Adults, Vol. II (London & Canberra: Croom Helm and Open University), pp. 203-222.

LONDON

University of London
Department of Extra-Mural Studies
26 Russell Square, London WC1B 5DQ

AUDIO-CONFERENCING WITH UNEMPLOYMENT CENTRES

Project Leader: GEOFFREY STUTTARD

The Project received £15,100 from DES for 12 months from August 1985 - July 1986

Publications
A summarised report (10 pp.) is available from the Information Officer at the address given above. Further information may be obtained if required from the Project leader.

Background

With audio-conferencing hardware newly available in a reliable and economic form, the London EMD in 1985 planned its first audio-conferencing research project in collaboration with Birkbeck College and the Royal Veterinary College. The new technology was also seen as a possible answer to the need for educational input in the Unemployed Workers' Centres established throughout the country by the TUC since 1983. The London EMD's early contact with UWCs showed that in some Centres there were small groups of people interested in adult

education, but rarely enough to sustain a long course in one place. Three small-scale audio conferences were held as trial runs before the Project began.

The Project was conducted by the EMD's Senior Lecturer in Industrial Relations, and a part-time Research Associate was appointed.

Objectives

The Project was designed to test the learning opportunities open to adults in centres for the unemployed by the use of audio-conferencing techniques, with a view to generalising the methods nationally.

Funding

The DES funding covered the salary of the part-time research assistant, travel and administrative costs, the hire of equipment, telephone charges and British Telecom fees. The courses were free to the students.

Methods

The equipment used was the new 'Companion' set, which is used in conjunction with an ordinary telephone fitted with a standard modular jack-plug and socket. The Companion is a table-top unit with a loudspeaker and a single-directional microphone suitable for use with a small group of people. Several groups using such units in different locations can be

linked together via a conference 'bridge' which combines the telephone circuits. This equipment was used as a means of communication between a tutor and small groups of students scattered in different UWCs. The chairing and direction of the audio-conferences was in the hands of EMD teaching staff, and was run from EMD premises in London, with the Project researcher often out at one of the distant Centres to monitor proceedings there. The work was done in collaboration with the TUC national co-ordinator for UWCs, and with technical advice from British Telecom which also functioned as the central link-up point.

Outcomes

Four courses of weekly seminars were organised, using audio-conferencing to link up tutors and students in up to seven different locations. Two of the courses were for unemployed users of UWCs, and two were for UWC staffs. For users of the Centres, the course content was based on the Green Paper and subsequent White Paper on Reform of Social Security, with a discussion of the new proposals and an examination of alternatives. For Centre staffs, the course content was concerned with UWC management and development. Each course began with an introductory face-to-face meeting, and there were nine or ten weekly seminars. The seminars were 2-hour sessions in which short audio-conferencing sessions alternated with group self-study and discussion. Printed materials

were provided as a basis for each seminar, and afterwards a written summary was sent to each participant with suggestions for preparation for the following week. Methods were modified in the light of experience, and the courses ended with a recall and evaluation meeting on EMD premises.

The Project report gives details of the courses, methods, costs, and the technical and practical lessons learned. The Project's findings were made known to all the organisations in the local NIACE network, and at various conferences.

Assessment

Audio-conferencing was innovative both as a technique and in its application to education. The new technology also made it possible to establish continuous study groups in some unemployment centres for the first time. The extent of students' learning depended on UWC staff support, group continuity and on students' preparation from week to week: the culture of some UWCs was more conducive to the scheme than others. Nevertheless, the Project demonstrated that even inexperienced participants in far from ideal circumstances could be effectively brought together in an audio-conference. It is felt that this technology could be a useful way of reaching many other groups who are isolated by distance or immobility. It has the advantage of being available for educational purposes at a very low cost.

Future Prospects

Now that the technique is known it is being used by the London EMD where it is found to be appropriate. There has been a national link-up between UWC staff-workers and co-ordinators, and a link between UWCs and the EMD Centre for Health and Retirement Education. A training session has been organised across the University of London for those chairing or participating in audio-conferences. It is hoped that other educational bodies will find the Project a stimulus in their teaching and outreach work.

-oOo-

LIVERPOOL

Department of Continuing Education
The University of Liverpool
P.O. Box 147, Liverpool L69 3BX

TEACHING MATERIALS FOR USE IN VIDEO PRODUCTIONS

Project Leaders: PROFESSOR NOEL BOADEN
DR R. MERFYN JONES

The Project received £13,990 from DES for 12 months from December 1986 - November 1987

Publications
The Project was developed with other funding in 1988, and the final report is not yet finished.

Background

The Liverpool EMD was already involved in many kinds of outreach work in the large conurbation with its severe economic and social problems. It also had a long-standing interest in distance learning and was aware of opportunities to combine this with outreach initiatives among students who did not attend conventional extramural classes. Technical backup was available in the University's central television service.

The Project was directed by full-time EMD staff, and a

video technician with FE experience was appointed as a full-time research assistant.

Objectives

The original proposal was to create video and radio teaching materials as distance learning packages that could be used both in the general extramural programme and with particular target groups and experimental courses. Difficulties in making a suitable appointment led to delay in starting the Project. It was eventually decided to focus the Project on video materials for use with community groups.

Funding

The DES funding covered the research assistant's salary and expenses, and the hire and use of equipment and purchase of materials.

Methods

The research assistant worked widely with community groups and in the University to find opportunities for making and using video material, and to direct the production process.

Outcomes

A video film dealing with race relations questions was produced in collaboration with a black education centre and a black theatre group. The video has been used as teaching

material for the Diploma in Ethnic Studies recently launched by the EMD.

Assessment

The Project was innovative both in producing video material for extramural use, and in involving community groups in the production. Although there was much less video output than had been hoped, the Project provided useful experience of the problems and possibilities of such work. The video production was seen as a worthwhile educational venture in itself. The Project stimulated new ideas both in the EMD and in the University. The Project's success will eventually be judged in terms of its impact on future programmes and on further co-operation with community groups. The work would be transferable to other contexts, given sufficient resources.

Future Prospects

Work continued for 6 months with other funding, and the EMD is seeking further support. There are plans for a teaching video on Liverpool's history. The University's central television service is planning to work with a community dance group. The University has made available £15,000 for a recruiting video featuring opportunities for mature students in the EMD and the University as a whole.

SUSSEX

Centre for Continuing Education
Education Development Building
University of Sussex
Falmer, Brighton BN1 9RG

VIDEO AND TELEVISION IN ADULT EDUCATION

Project Leader: J. T. HODGSON

The Project received £19,435 from DES for 18 months from October 1985 to March 1987

Publications
Project report: CAROL LORAC and GOUGH QUINN (1987) Video and Television in Adult Education (56 pp. + appendix).
The report is available to RBs and other relevant bodies from the address given above.

Background

The University of Sussex has a central Media Services Unit with a television studio, Umatic edit suite, Umatic and VHS video recorders, portable video cameras and a range of sound and lighting facilities. In conjunction with this Unit, the EMD was already running succesful TV workshop training courses.

The Project was directed by the full-time EMD Lecturer in Literature and Drama. Two Project workers were appointed on a part-time job-sharing basis. One had experience in commercial

video and television, and the other in research and education in these fields.

Objectives

The purpose of the Project was to examine and evaluate current uses of video and television in adult education, to discover potential new target groups, and to develop models of good practice. The original proposals envisaged many possible areas of work with a wide range of new groups, but the scope of the work in practice was limited by the constraints on time.

Funding

The DES funding covered the part-time Project workers' salaries and expenses, part-time tutors' fees, hire of equipment and use of university studio facilities, publicity and dissemination of findings. No fees were charged for the course for unemployed people.

Methods

The Project was managed by a small steering group. A survey was undertaken of video and television in adult education, including provision by other agencies in the region, and current practice and future training needs among part-time extramural tutors. Pilot courses were set up to provide information on relevant approaches for particular groups of

students.

Outcomes

The Project survey gathered information on contributions and attitudes to adult education from national and regional television broadcasters, from the British Film Institute, the Arts Council and regional Arts Associations, and from independent film and video and community TV workshops. Questionnaire replies from 48 extra-mural tutors were analysed, showing that while many of them used video and television viewing as a teaching aid, relatively few used any form of video production in their teaching. There was considerable interest from tutors in access to production equipment and in training in these technologies. Detailed case studies provided more detailed information on the ways in which video and television were being used in classes in Archaeology, Geology and Art History; and in a class in TV studio production techniques, where adult students went on to make video materials for other extramural tutors to use in their classes.

Three pilot courses were organised. An existing extramural class in Transactional Analysis was offered a series of training sessions in VHS portapack recording so that they could film role-plays and other exercises for future review and discussion. A course was set up in collaboration with the WEA and an Unemployed Centre in Brighton, in which a

group of unemployed people were trained in video production techniques and made their own video, filmed on location and edited in the studio, about the Centre and the experience of unemployment. A 20-week course was organised on 'Understanding the Language of Television', in which the students explored the creative use of the medium and its technical implications in a series of workshop exercises.

The Project report gives a full account of the survey findings and pilot courses, and begins to discuss an emerging theory of televisual literacy in which viewing and production skills are considered in combination, by analogy with the 'reading and writing' skills of print literacy.

Assessment

The Project was innovative in focussing the attention of adult educators on the practical usefulness and importance of video and television. It developed models of practice which could be applied in many areas of the curriculum. There was found to be a considerable demand among adult students for training and study of media. One of the unemployed people attending the pilot course later found employment in this field. Others from the group continued to develop their interest in video production. Two class members went on to apply for MSC funding for a local information video magazine and network based at the Unemployed Centre.

Future Prospects

As a result of the Project the Sussex EMD is now offering a wider range of activities to develop both skills and awareness in this field. Tutors in various disciplines are using video and television among their teaching strategies. The Project contributed to an awareness in the University of the importance of media education, and there are proposals for a Media Research Centre there. The Project workers are on the development committee of Sussex University's new B.A. course in Media and English.

The Project staff received DES funding for a further Project which enabled them to develop the theory and practice of televisual literacy (see below).

-oOo-

SUSSEX

Centre for Continuing Education
Education Development Building
University of Sussex
Falmer, Brighton BN1 9RG

TELEVISUAL LITERACY: ADULT EDUCATION IN A NEW ERA

Project Leader: J. T. HODGSON

The Project received £13,950 from DES for 12 months from April 1987 to April 1988

Publications
A Project report is in preparation.

Also forthcoming:
Study packs on video with accompanying printed materials:
'Translating dramatic text and theatrical form into television presentation' (in collaboration with TVS).

'Looking at visual form and meaning - and understanding the visual Arts in media' (in collaboration with South East Arts).

'Video poetry: explorations of poetic forms of video and television languages based in the Arts' (in collaboration with Channel 4).

Background

This Project was a further development from the Video and Television Project undertaken at Sussex in the previous year (see the account given above, pp. 172-6). The new work was developed by the same Project staff.

Objectives

The theory of televisual literacy which arose from the previous year's Project was here developed more thoroughly. The aim was to understand the nature of audio-visual language and its various uses, as a contribution to teaching and training in this field.

Funding

The DES funding covered the part-time research workers' salaries and expenses, payment to part-time technical assistants, use of university studio facilities, and dissemination of findings. Funds from other sources made possible the publication of study materials.

Methods

The Project was managed by a small steering group. A range of practical training courses in video production was set up, and used as a basis for research into teaching approaches and media literacy. Teaching materials were produced and published with financial help from several agencies: TVS, the South East Arts Association and Channel 4.

Outcomes

The courses were experimental workshops in video production, which trained and encouraged students to explore creatively the potential of audio-visual language to make video poetry,

video essays, video reports, notebooks, diaries, letters. A study pack was produced on video with accompanying printed materials.

Similar study packs were also produced on Television and the Performing Arts and on Television and the Visual Arts. The former uses a play text, a VHS fixed single camera unedited recording of the play in a stage production, and a VHS recording of a television production of the same play. Also included are video recordings of discussions with the theatre and television production teams, and written discussion of the audio-visual language used in translating the text into televised form, compared with the dramatic vocabularies used in theatre production. The study pack on Television and the Visual Arts compares portraiture in the three different media of painting, photography and video.

A Project report is in preparation. It will make use of visual 'quotations', and will include a graded sequence of teaching material. The report also develops the theory of an audio-visual language, and argues for the value of an education in televisual literacy which equips people to produce as well as to view communications in recorded sound and images.

Assessment

The Project was innovative in developing a formal understanding of pictorial structure and meaning and thei.

role in audio-visual communication. The workshop courses produced impressive video materials. The study packs demonstrate how theory and practice in media may be approached as a unified study combining criticism with composition. As public access to video increases, and as television output increases through cable and satellite networks, there is a growing need to develop a more critical understanding of audio-visual media: this Project was seen as establishing a basis for such development.

Future Prospects

The Sussex EMD has made funds available to extend the part-time research appointments until the beginning of August 1988. Continuation beyond that date will depend upon the generation of further funds. The collaborative links established with media organisations are regarded as an important channel for the dissemination of research findings.

-oOo-

LONDON

University of London
Department of Extra-Mural Studies
26 Russell Square, London WC1B 5DQ

OUTREACH THROUGH NEW TECHNOLOGY: CABLE TELEVISION FOR EDUCATIONAL PURPOSES

Project Leaders: MARY WOOD
PHIL HAYWARD

The Project received £23,900 from DES for 12 months from September 1987 to August 1988

Publications
An interim report has been prepared on research findings and recommendations.

Background

Since 1973 the London EMD has developed an extensive programme of extramural and certificate courses in Media Studies. New developments in local cable television suggested new opportunities for delivering adult education in new locations and to new audiences. Technical resources were available in the University's Audio-Visual Centre and television studios.

The Project was directed by the EMD's full-time Media Studies Officer, and a half-time researcher was appointed who had experience of Media Studies as a part-time extramural

---

tutor and former Diploma student.

Objectives

The Project aimed to explore potential markets, partnerships, teaching patterns and technical possibilities for using cable television to reach new client groups and to facilitate the University's outreach to the community.

Funding

The DES funding covered the half-time researcher's salary, staffing overheads, secretarial support, production costs and materials.

Methods

Initial research involved a search of relevant trade magazines and documents, and consultations with numerous technical, commercial and educational organisations. This led to the identification of priorities and the setting up of pilot schemes.

Outcomes

The Project research showed that behind the high-profile publicity for cable television there is a fast-moving and still unstable technology-led development. The expenses of development are very high, and cable companies are rarely involved in the financial risks of programme production as

well. Several different companies operate in various ways as retailers and distributors of ready-made cassettes. They have no franchise for educational work, and there is a lack of locally-made programmes in London. It seems unlikely that there will be a large audience with access to cable television in any part of Britain for at least the next five years. However, the interim Project report suggested that some steps could appropriately be taken now to produce low-budget programmes for short-term pilot testing, and to collaborate with potential long-term co-production partners. Proposals were made for a variety of schemes to draw on the existing academic resources of the University and to develop new educational initiatives, in collaboration with University departments, specific local cable companies, or commercial sponsors. The schemes included a video interview with a leading academic in Media Studies; an instructional videotape on approaches to Adult Education; a magazine-format video programme on forthcoming cultural events in London, including publicity for EMD courses in related subjects, and distributed by cable and satellite via libraries and tourist networks; a cultural studies videotape for broadcasting to a Hindi-speaking audience: and a co-production venture with a community video group. The next stage of the Project is to test the feasibility of these proposals.

Assessment

The Project was working with a new technology which is still in the early stages of its development. This fact, and the Project's own limits of time and funds, were major constraints on the work. Ideally the researcher would have wished to spend time researching cable television experience in other countries before considering local possibilities. Nevertheless, the Project research was at the forefront of thinking on cable television for adult education in Britain, and the experience gained here is likely to be valuable to other adult educators interested in this area.

Future Prospects

The Project is continuing to the end of August 1988. Developments beyond that date will depend upon the outcome of the pilot projects and the availability of funds to sustain further work.

-oOo-

CONCLUSION

The Innovative Projects funding scheme - A Case Study

A brief introduction to the Innovative Projects funding scheme was given above (pp. 1-4). This concluding chapter gives a more detailed account under the following headings:

Basic statistics

Administration of the scheme

Assessment of the scheme

Some recommendations

Assessment of the Projects

Future prospects

Basic statistics

There were about 75 Project applications, and 39 of them were offered DES funding. One of the offered grants was not taken up because staff were not available to do the work. 38 Projects were begun and all were (or shortly will be) finished.

Basic statistics

There were two rounds of applications. 21 Projects were funded to begin in the academic year 1985-86, and 17 Projects in 1986-87. This second round included 4 Projects that were developments out of work done in the first round. (One other Project received a small sum to cover some continuing expenses, but not staff salaries, for a few months beyond its original one year, but this small extension has not been counted here as a separate Project.)

Except for this case, and two Projects where the DES negotiated a reduction in timing or funding, all the funded Projects received as much money as was asked for. The length of Projects varied from 6 months to 3 years, and Project grants ranged from £3,000 to nearly £29,000.

The total funding from DES for the 38 Projects was £678,413. The sum was £379,679 in the first round and £298,734 in the second round. In both cases this was rather more than the promised sum of 'up to 5% of the total grant funds': the percentage was 6.8% in 1985-86 and 5.6% in 1986-87.

Out of the 23 EMDs in England, all but one (which has a very small full-time staff) put in Project applications, and all received funds for at least one Project. Some had more: five EMDs had 2 Projects (one in each round); three had 3 Projects; one had a total of 4 Projects (two in each round).

The DES guidelines o.. costing limits were applied less

strictly than they were laid down. In the first round, although none of the 21 funded Projects exceeded the strict upper limit of £25,000, only 5 were within the 'normal' limit of £15,000. Three others were only slightly above this figure, but the rest were variously costed, and three of them were close to £25,000. In the second round the guidelines were slightly less strictly worded. Out of 17 Projects there was one costing more than £25,000 (and the small extension referred to above brought the total for that Project also above this upper limit). Six Projects were within the 'normal' limit of 'about £15,000'. Two were approaching £25,000.

-ooo-

Administration of the scheme

The Innovative Projects funding scheme was administered in a complex and fast-changing context. The first Projects began in August 1985, at the same time as the DES and EMDs were also discovering the detailed implications of a completely new formula for distributing a reduced DES grant (see above, pp. 1-4).

After many months of discussion, the first formal notice of the new funding formula had been sent to all EMDs from the DES on 15 November 1984. The letter referred briefly to plans for a 5% top-slicing of total grant funds to support 'innovative developments'. A more detailed letter of 8 March 1985 gave fuller explanation of the whole new funding formula, including the guidelines for the Innovative Projects scheme (see above, pp. 2-3). Project proposals - up to 2 from each EMD - were invited for the academic year 1985-86, to be submitted within six weeks of receipt of the letter.

EMDs, now able for the first time to work out the implications of the whole new funding formula, found this late-April deadline very constraining. A number of individual Project leaders received the request 'out of the blue' and found they had two or three days in which to draw up proposals for discussion with HMI and colleagues in their EMD or university.

The DES appointed a selection committee of 2 senior civil servants and 2 HMI to assess the applications. Time was short

for this process too, and there was no opportunity to discuss details of proposals with prospective Project leaders. The committee members each read all the applications before they met to compare notes. They found 'a close measure of agreement' on all but one application (which in the end was given the benefit of the doubt). One HMI described the criteria for assessment as being first, conformity to the guidelines; secondly, the quality of an application; and thirdly, the likelihood of the work being finished in the proposed time.

EMDs received provisional notice of how their applications were faring when forms were sent out in early July asking for estimated quarterly cash requirements for approved Projects. Final confirmation of funding was sent out from DES on 14 August, with permission to start work on the Projects that same month.

Many of the Projects, however, depended on finding appropriate new staff, and not all of them could begin at short notice in August. Fourteen Projects began later than August, in some cases many months later. The late starts then caused problems of financial planning for the DES. EMDs were required to send in quarterly claims for Project expenses. In November 1985 EMDs were urged to avoid as far as possible any increases in their overall departmental expenditure, since Projects that were starting late would be putting heavy

pressure on funds towards the end of the financial year in March.

For the second round of funding, plans were made to spread the costs. The applications were invited earlier in the year, in January, and quarterly estimates were required at the same time. In mid-February EMDs were asked where possible to plan to begin new Projects in 1987, rather than autumn 1986, and in most cases this was done. The selection process was similar to that used in the first round. One EMD appealed successfully against the rejection of their proposal.

When the whole new funding formula was modified in early 1987 it was agreed to abandon the Innovative Projects scheme, and no further applications were called for. Most of the Projects then running were due for completion by December 1988. One other was renegotiated to finish in July 1988, and one will continue to September 1989.

-oOo-

Assessment of the scheme

The questionnaires and follow-up discussions used for this study evoked a wide range of responses to the Innovative Projects scheme:

> An admirable scheme which ..... provided a substantial seed-corn funding.
>
> I never felt the scheme was taken very seriously, and its demise confirms that feeling.
>
> Frustrating to develop a project that will not receive further funding even when the work is educationally exciting and very worthwhile.
>
> Disappointing and disastrous that successful projects did not receive further funding.

Among the positive features of the scheme that received appreciative comment were:

1. its good effect on the morale of EMDs and Project leaders;
2. the value, in a time of general financial uncertainty, of having a sum of money earmarked for special developments;
3. the flexibility of the scheme: some EMDs changed the original timing or objectives of their Project, some received funds to extend or develop a Project, and in general there was freedom to spend grant money on a wider range of costs than is normally covered by RB funding (which supports direct teaching costs only);
4. the impetus it gave to new thinking;
5. the possibility it opened up of bringing new expertise into an EMD and of making new links with other departments and agencies;

5. the outreach it helped to develop among new groups of students.

However, many comments revealed another side to these features:

1. EMDs were only allowed 2 Project applications in each round, and hard choices had to be made among colleagues where there were more than two ideas for development.

It was not clear what the selection criteria had been, and unsuccessful applicants often felt they could point to other Projects which were similar to their own but which had met with approval.

2. The earmarked money was not new money, but was set aside out of total grant funds: some EMDs and particularly their administrative staffs felt they were 'having to jump through a lot of new hoops' simply to secure what they felt was their share.

Several Projects relied on major funding from other sources besides the DES, and all the Projects were in reality only part-funded by DES: in most cases claims were made for direct costs only, and not for overheads which would normally be reckoned at 40% of research costs; nor did the DES funding take account of the contribution made by full-time staff in initiating, supporting and directing many of the Projects. One Project was originally costed on the basis of the opportunity cost of full-time staff involvement, and the

proposal was rejected in that form.

3. The flexibility of the scheme was resented by those who did not experience it: there was a widespread misunderstanding in the first round that there was a strict 12-month limit on all Projects, and few Project leaders attempted to apply for a longer period or for continuation funding.

Some Projects had to be shortened in order to be able to meet a university pay increase for Project staff.

There was an inflexible rule against the use of Project grants to purchase computer hardware, and several people pointed out that renting such equipment or buying time on other departments' machines could be an extremely expensive method of provision.

4. There was some strong feeling that 'new thinking' has long been a normal part of extramural work.

5. Short-term appointments do not easily attract expert staff and some Projects succeeded in this only because of the current general shortage of research posts. Short-term secretarial help was sometimes very hard to find, and could crucially affect a Project's progress. The short time-scale made no allowances for the time required to find and induct appropriate new staff, nor was it easy to integrate them into an EMD in such a short period. The commitment of temporary staff was sometimes directed to job-hunting as well as Project work in the final stages, or to a time-consuming search for

funds to ensure continuation.

If a Project has to end when short-term funding stops, then the good will built up in new partnerships is also endangered.

6. Similarly, expectations may be raised among new groups of students, only to be disappointed. Some of the most disadvantaged people may be left feeling that they were simply fodder for someone's research.

The administration of competitive schemes for short-term research funding is always complex: other agencies which were asked for information confirmed that they frequently need to clarify and revise their procedures. Unfortunately there was little room for clarification and revision in a scheme that was launched in haste and was so short-lived.

Perhaps a more fundamental difficulty was a lack of agreement about the purpose of the scheme. Some EMDs perceived it as 'pump-priming'. Others called it 'seed-corn' funding. Other terms used were 'innovation', 'development' or 'R & D'. It may be useful to distinguish between various kinds of activity in educational research. Pump-priming assumes that the pump will continue to work once it has been started. Seed-corn funding assumes that once sown, some of the seed will grow. Innovation may be achieved by a short-term effort, but development is a longer-term concept, and in

much adult education work it depends crucially on skilled, experienced and established staff. Research and development is a combination of processes which assumes continuity and at least medium-term planning. Short-term funding is only appropriate for work which will generate its own momentum or stimulate independent growth, or which seeks to demonstrate a new idea. Other kinds of work require funding for maintenance, continuity and planning.

-oOo-

Some recommendations

A number of points applicable to short-term funding schemes in general may be usefully drawn from this study:

1. A funding agency needs to make clear both the requirements and the flexibility of the funding arrangements.

2. Plenty of time is needed for drawing up applications, selecting work to be funded, and appointing staff.

3. The timing of a scheme for funding educational research needs to take account of the patterns of both the financial year and the educational year.

4. Receiving institutions need to reckon the full extent of overheads as well as direct costs.

5. It is important to distinguish between work that may be appropriately supported by short-term funding, and work that requires longer-term support for maintenance, continuity and forward planning.

Assessment of the Projects

It was generally agreed that an all-important question was whether the Project funding had made it possible to do work that would not otherwise have happened. Answers to the question varied. Some of these Projects would not have been devised at all without the stimulus of the Innovative Projects scheme, and some, though already felt to be desirable, could not have been implemented. Answers to the question why the Project work was not already part of an EMD's programme were almost invariably that such work was too expensive in terms of staff time, and too unpredictable in its impact on recruitment of students, to be worth undertaking in a normal programme, especially within a funding formula that emphasizes high enrolments. Several Projects used some of their funding to cover the cost of extra resources for special courses, or to mount courses that were free to students from disadvantaged groups.

On the other hand, many EMDs pointed out that development and pioneering work has always been a part of extramural work: and many Projects were built upon foundations already laid. As one Director put it: 'We're not short of ideas; it's money we've been short of'. Perhaps the only agreement would be that the Projects often demonstrated how much can be done when even limited funds are available to provide resources and release specialist skills.

Readers of this Report may wish to compare the outcomes

of one Project with those of another, but such a comparison needs to take account of many variables. The Projects varied in their timing and level of funding. Projects that would have been familiar routines in some EMDs were pioneering work in other contexts. Above all, the results achieved in a short space of time often depended on a foundation of previous work, existing equipment, and experienced staff. This raises awkward questions about 'innovation': some of the most productive Projects were the least 'new'.

It is clear from the lists of Projects and of proposals submitted but not funded (see Indexes) that the DES guidelines were very powerful in determining the kinds of work that were offered. It has also been pointed out above (p.189) that the guidelines were a prime factor in the selection process. The DES criteria of attention to the needs of priority groups and rapid response to new technology and new methods of delivery were undoubtedly fulfilled.

Project leaders' own criteria for assessing their work focussed on whether a particular Project had worked: had recruitment been good, were new groups of people reached, were students satisfied, had useful contacts been made, would a Project report be acted upon, were EMD staff now more aware of needs or possibilities, would people want to take the initiatives any further, could the work be replicated elsewhere? In most cases Project leaders were cautiously

optimistic, while recognising that short-term answers are not always possible to such questions, and that the transferability of a Project is subject to the varying contexts and resources of different EMDs.

Almost all the Project leaders themselves were satisfied that they had done worthwhile new work in the time available, but frequently they had had to redefine their original objectives and to focus their work more narrowly. Possibly some over-ambitious proposals had been drawn up as a result of inexperience in making research proposals, or because the application and selection procedures had been so pressed for time. In some cases, however, further new objectives were discovered in the course of the Project work. Some important elements in the work had been quite unpredictable at the outset, but arose out of new opportunities recognised by skilled staff working in new situations.

The question about how to justify using public money and staff time on a particular Project in a university EMD received several different kinds of answers. Some emphasized the particular expertise available in a university, or the duty of universities to think through difficult new issues. Several answers were based on arguments about equity and public access to education or knowledge. One answer mentioned a Project's contribution to the university's credibility and standing in the region and to the EMD's own range of contacts.

Assessment of the Projects

Many answers focused on a Project's achievements as sufficient justification. Only two Project leaders questioned whether a particular piece of work could have been carried out more appropriately by a different agency.

-oOo-

Future prospects

In this particular funding scheme for Innovative Projects, most of the work required some kind of maintenance, but only short-term funds were available within the scheme. A few EMDs found small sums in their own funds or from other agencies to continue the Project work for another year. In several other cases the temporary Project staff were offered new posts in the EMD or the University which enabled them to maintain at least some contact with further Project work. In nearly half the Projects, pilot courses were run which are likely to be incorporated into the future programmes of the EMD itself or of other local providers. To maintain longer-term research and development was a much bigger problem. A few EMDs had secure plans for such continuation work, funded by various agencies, but half the Project leaders expressed anxiety for the long-term prospects for their work. The major difficulty was in finding sustained support for staff salaries for work which by its nature does not generate income.

The future needs funding; it also depends on sharing findings. A few EMDs included the cost of a circulated report or conference in their funding estimates, and some have already sent their Project reports to all other EMDs as well as to the DES. All Projects did or will produce reports, and some had other publications too. One purpose of this UCACE Report is to give notice of what is already available.

It is also hoped that this Report will prompt Project

leaders to contact one another, and will stimulate a wider interest in the work that was done, so that the momentum of these short-term Projects may be sustained and developed. Some of the most important outcomes may still lie in the future.

-ooo-

Appendix 1

Questionnaire used for this Report

SECTION I - ESSENTIAL INFORMATION

It is hoped that the UCACE Report on Innovative Projects will help to circulate news of good practice to other practitioners.

Your answers in this Section will be used for final proof-checking of the published Report. Please would you give your answers to these questions **as you would like to see them in print.**

I.i Name and address of the Department

I.ii Title of your Innovative Project

I.iii Starting date (month and year)

Finishing date (month and year)

Total number of months

I.iv Name(s) of the Project leader(s) and contact addresses if different from the Department address given above.

I.v Please list any reports or publications arising from your Innovative Project, which are/will be publicly available.

If this material is/will be published, please give fullest possible bibliographical details.

If the material is/will be available through your Department, please give details sufficient for anyone who may wish to make enquiries.

SECTION II - ASSESSMENT

Some assessment of individual Projects will be offered in the UCACE Report, in the terms provided by your answers here. I am not intending to give my own judgement of any Project in the Report, but I hope you will feel you can be candid, so that the Report may contain a realistic account of what worked, and what didn't, and why.

II.i a) What were the educational objectives of your original proposal?

b) Did experience modify these objectives, and if so, how?

c) Please give a brief account of how far you have achieved your original/modified proposals.

d) Was your Project intended to have an immediate effect? If so, please say what this was.

e) Do you expect your Project to have any long-term effects?

f) Do you think the work you did on your Project could be transferred or repeated in other contexts?

II.ii What would you say were the 'innovative' qualities of your Project?

II.iii a) Why was this work not already part of your Department's programme?

b) Do you think this kind of work should continue to be part of your Department's programme?

II.iv How would you justify using public money and staff time on this particular Project in a university department of extramural/adult/continuing education?

II.v What criteria would you adopt for assessing the success of your Project?

SECTION III - THE FUNDING SYSTEM

I hope to include in the UCACE Report some account of the way in which the funding system for Innovative Projects worked, and to consider any problems it raised.

I should be grateful for any comments you feel able to give. Comments in this Section will be treated as confidential, and individuals and Departments will not be identified in any discussion of these matters.

III.i General

a) In general, was the funding system helpful to you?

b) Were there any drawbacks in the funding system as you experienced it?

III.ii DES Guidelines and Departmental planning

a) Did the priorities in the DES Guidelines accord with your Department's priorities?

b) How did your Project and the funding system bear upon the rest of your Department's work?

c) Were there other kinds of development work which your Department would have liked to do if resources and encouragement had been offered?

III.iii Project proposals

a) Who drew up the proposal to DES for your Project?

b) Was there any consultation with HMI about this proposal or any other proposal from your Department?

c) What involvement has HMI had during the running of your Project?

d) Was there any discussion between your Department and DES before your Project proposal was accepted? If so, was the proposal modified in any way as a result of the discussion?

e) Did your Department put in any proposals for Innovative Projects which were turned down?

III.iv **Timing**

a) How was it decided how long the Project would take?

b) Did this length of time turn out to be about right?

III.v **Costing**

a) On what basis was the cost of your Project calculated?

b) Did this costing turn out to be about right?

c) Did you apply for any further funding after the initial application?

d) How much money did you get altogether?

e) Was this as much as you asked for?
If not, did this lead to any significant modification of the Project plans?

f) Did the Project enable you to mount courses which would not have been cost-effective in terms of Effective Student Hours?

III.vi **Staffing**

a) Was the Project staffed by

- permanent full-time members of the Department
- permanent part-time members of the Department

- specially appointed full-time staff
- specially appointed part-time staff

b) Were there any difficulties in finding the right staff?

c) If the staff were specially appointed for this Project, what happened/will happen to them after the end of the Project?

III.vii **Contacts with other providers**

a) Has there been any contact with other Departments in your University

- in drawing up the Project proposal

- in carrying out your Project

- in making known the results of your Project

b) Has there been any contact with other providers/agencies in your geographical area

- in drawing up the Project proposal

- in carrying out your Project

- in making known the results of your Project

III.viii **Finally**

Have you any other comments you wish to make on the Innovative Projects scheme?

Appendix 2

Project proposals not accepted for funding by DES

This list is based on information from UCACE and individual EMDs.

UNIVERSITY OUTREACH TO NEW STUDENTS

Access to Higher Education: development and evaluation.
Second Chance to Learn for unwaged and unemployed adults.
Access to Science in adult education.
Technology component for fresh start courses.
A project officer to asssist in the further development of a Diploma in Adult Education.
Teaching Resource Bank co-ordinator.
Vocationally related personal guidance, counselling and information strategies.
Outreach work with the Afro-Caribbean community.
Afro/Caribbean Studies and Literature for the Afro/Caribbean community.
Extending educational opportunities for Asian women.
Education for the handicapped adult.
Investigation and promotion of courses in Field Biology for the blind and partially sighted.
Adult education for working class women.*
Choices for women - a new approach.
Tutor training for tradeswomen teaching non-traditional skills to women.
Research into the use of texts in Women's Studies.
Community work learning programme.*
Outreach worker to develop provision for older redundant workers.
Environment conservation and habitat management for workers on MSC-funded projects.
Environmental conservation and management for the unemployed.
Planning, siting and design of housing and industrial estates and office buildings.
The contribution of adult education to mental health in the community.
Understanding drugs.
Working with the elderly.
A Regional Studies resource centre.
Rural renewal programme in a declining coalfield area.

Appendix 2

SCIENCE & TECHNOLOGY - NEW SUBJECTS AND NEW METHODS

Curriculum design and course materials on Science, Technology and Society.
The development of courses in the physical and technological sciences.
Science and Technology for women.
Scientific investigation of an estuary.
Distance learning for working people: understanding economic and technological change.
Work-related computer courses for unemployed adults.
Prison education: coping with societal change.*
Economic literacy.
Numeracy for reluctant mathematicians.
Women's video.

* These Projects were later undertaken with other funding.

INDEX

OF PROJECT LEADERS & REPORT WRITERS

Arranged Alphabetically

	Page
ARMSTRONG, Dr. Paul	85
BAKER, Robert G.	59
BLACK, T. R.	123
BOADEN, Prof. Noel	169
BRIGHT, Dr. D.	144
BROWN, Dr. Jenny	114
BUSBY, M.	153
CLAY, J. B.	153
COLLINS, David	158
COOKE, B. J.	153
COULOUTE, Janet	39
DAMPER, R. I.	59
DICK, Nicolas	29
ELLIS, M. M.	153
EVANS, Dr. R. G.	94
FERGUSON, Charles	139
FLOOD, R.	109
GEAR, J.	85
GOLDMAN, Dr. D.	134
GRAEBNER, Celia	130
GRAY, Fred	130
GROOMBRIDGE, Prof. Brian	89
HAYWARD, Phil	181
HEWINGS, Martin	34
HOBROUGH, Dr. J. E.	44
HOBROUGH, Dr. J. E.	123
HOCKIN, Nicola E.	55
HODGSON, J. T.	172
HODGSON, J. T.	177
HUGHES, Judith	77
JONES, Dr. Bill	10
JONES, DR. Bill	19
JONES, Dr. Goronwy Tudor	119
JONES, Dr. R. Merfyn	169
JOTHAM, Dr. R. W.	153

Index of Project Leaders and Report Writers

	Page
LANGRIDGE, Angela	103
LEICESTER, D.	153
LORAC, Carol	172
LUNN, Dr. A. G.	81
MILNE, P. S.	24
MILNE, P. S.	66
MURDOCH, Brian	34
PARRY, Gareth	14
PEARCE, Carol	89
PILLINGER, Jane	148
QUINN, Gough	172
RATHKEY, Paul	144
SCHULLER, Tom	114
SHAW, John W.	29
SHORTLAND, Dr. Michael	109
SIDDALL, Barbara	148
STRACHAN, Dr. Rachel	114
STUTTARD, Geoffrey	164
SWINGLAND, Dr. I. R.	134
SZARVAS, Elizabeth	10
THOROGOOD, Pauline M.	98
TOWNER, Erica	130
VULLIAMY, Daniel	139
WATLING, Janet	24
WATLING, Janet	66
WESTWOOD, Dr. S.	39
WICKHAM, Claire	50
WICKHAM, Claire	55
WOOD, Mary	181
WOODHEAD, Edna	71
WOOLLEY, Dr. V.	81
ZUKAS, Miriam	148

-oOo-

INDEX OF PROJECTS

Arranged by Names of Universities

	Page
BIRMINGHAM	
The development of language competence in English and communication skills in ethnic groups	34
Development of Physical Sciences, Mathematics & Computing as extramural subjects	119
BRISTOL	
The feasibility of providing extra-mural education for disabled adults - Part I	50
- Part II	55
Marketing of courses in rural areas based on the parish unit	98
CAMBRIDGE	
The nature & scope of the university's contribution to liberal adult education in East Anglia	94
CITY	
Access to university courses for mature and non-traditional students	14
DURHAM	
Education/training courses for supervisors on technological change and its effect on workplace organisation and relationships	144
EXETER	
Distance learning in Devon and Cornwall	103
HULL	
Towards an understanding of Technology	24
An adult education programme for parent groups with young families	66

HULL (continued)
Community education programme for the socially and culturally disadvantaged 85

The use of computer facilities to develop economic understanding 139

KEELE
Information Technology for disabled adults 158

KENT
Using computers in liberal adult education classes 134

LEEDS
Women & New Technology courses 148

Teaching New Technology to specific groups 148

LEICESTER
Ethnicity, mental health and adult education for social policy initiatives 39

LIVERPOOL
Teaching materials for use in video productions 169

LONDON
Mobilisation of university resources for economic and social regeneration ('The East End Project') 89

Audio-conferencing with unemployment centres 164

Outreach through new technology: cable television for educational purposes 181

MANCHESTER
Survey of access courses in the North West 10

Return to study course for adults via distance learning 19

Mid-life planning for holistic self-development 29

Index of Projects (Universities)

NEWCASTLE UPON TYNE
University outreach on Tyneside 77

Wildlife on Tyneside 81

NOTTINGHAM
Computer courses for physically handicapped adults 153

OXFORD
Scientific literacy for the 1990s - Stages I and II 109

SHEFFIELD
Women's groups in mining communities 71

SOUTHAMPTON
Video in the deaf community 59

SURREY
Adult education and ethnic communities 44

Learning with understanding in Science & Technology 123

SUSSEX
Information Technology in liberal adult education 130

Video and television in adult education 172

Televisual literacy: adult education in a new era 177

WARWICK
Scientific literacy 114

-oOo-

INDEX OF PROJECTS

Arranged in the order used for this Report

Page

SECTION I: UNIVERSITY OUTREACH TO NEW STUDENTS

I.1 ACCESS

Survey of access courses in the North West 10
Access to university courses for mature and non-traditional students 14
Return to study course for adults via distance learning 19
Towards an understanding of Technology 24

I.2 ADULT SELF-DEVELOPMENT

Mid-life planning for holistic self-development 29

I.3 ETHNIC GROUPS

The development of language competence in English and communication skills in ethnic groups 34
Ethnicity, mental health and adult education for social policy initiatives 39
Adult education and ethnic communities 44

I.4 DISABLED ADULTS

The feasibility of providing extra-mural education for disabled adults - Part I 50
- Part II 55
Video in the deaf community 59

I.5 WOMEN

An adult education programme for parent groups with young families 66
Women's groups in mining communities 71

I.6 URBAN AREAS

University outreach on Tyneside 77
Wildlife on Tyneside 81
Community education programme for the socially and culturally disadvantaged 85
Mobilisation of university resources for economic and social regeneration ('The East End Project') 89

	Page
I.7 RURAL AREAS	
The nature & scope of the university's contribution to liberal adult education in East Anglia	**94**
Marketing of courses in rural areas based on the parish unit	**98**
Distance learning in Devon and Cornwall	**103**
SECTION II: SCIENCE & TECHNOLOGY - NEW SUBJECTS AND NEW METHODS	
II.1 SCIENTIFIC LITERACY	
Scientific literacy for the 1990s - Stages I and II	**109**
Scientific literacy	**114**
Development of Physical Sciences, Mathematics & Computing as extramural subjects	**119**
Learning with understanding in Science & Technology	**123**
II.2 INFORMATION TECHNOLOGY	
Information Technology in liberal adult education	**130**
Using computers in liberal adult education classes	**134**
The use of computer facilities to develop economic understanding	**139**
Education/training courses for supervisors on technological change and its effect on workplace organisation and relationships	**144**
Women & New Technology courses	**148**
Teaching New Technology to specific groups	**148**
Computer courses for physically handicapped adults	**153**
Information Technology for disabled adults	**158**
II.3 AUDIO-VISUAL TECHNOLOGIES	
Audio-conferencing with unemployment centres	**164**
Teaching materials for use in video productions	**169**
Video and television in adult education	**172**
Televisual literacy: adult education in a new era	**177**
Outreach through new technology: cable television for educational purposes	**181**